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# CAMPING MAGAZINE



## FEATURING

A Dad Looks At The Summer Camp  
P. H. Gwynn, Jr.

From The Ground Up . . . Alice H. Doermann

Counselor Responsibilities For Health In Camp  
J. H. Ebbs, M.D.

How To Make A Dimond-O Pack Frame  
Carl N. Helmick

Music In Camp . . . . Mary L. Northway

Throwing The Diamond Hitch . Hugh A. Hunter

Bait Casting Outfits For Camp . G. G. Robinson

Adventure Can Be Safe . . . . R. S. Eaton

Use Of Dolls As An Approach To Indian Lore  
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Yankee Weather . . . . Wallace E. Howell

A Natural Swing . . . . Margaret J. Johnston

For Better Trips . . . . . T. A. Hart

Report Of The Committee On Camp Training  
Courses

VOLUME XII

NUMBER 6

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*Courtesy Union Pacific Railroad*

A  
DAD  
LOOKS  
AT THE  
SUMMER  
CAMP



*Courtesy Camp Wyanoke*

By  
**P. H. GWYNN JR.**  
Director of Student Relations  
Davidson College

MY SON has spent the better part of six summers in one of the leading southern camps for boys. Those who are familiar with the rates charged by such camps know that this experience represents a sizeable financial outlay. It has also consumed a fair proportion of the boy's time during the most formative years of his life. The expenditure of time and money in securing this privilege is significant. Are the dividends commensurate with the investment? Provided they have done their full duty by their children, this is a question parents have a right to ask about the offering of the summer camp.

It is true that some parents look upon the summer camp as a convenient nursery for the care of rebellious offspring, who have gotten beyond their control. Others, who have not

kept up with the development of camping, limit their conception of the camp experience to a pleasant recreational interlude in the open. But thinking parents, who must make genuine sacrifices in order to keep son or daughter in camp, are justified in expecting a guidance in personal growth which is both constructive and liberating. Foresighted camp directors are beginning to realize that their program must include more than a provision for competitive sports. Discriminating parents are demanding that the summer camp minister intelligently to the emotional and spiritual needs of their children. As time goes on, they will more and more tend to patronize the camps whose programs are sufficiently flexible to meet the wide range of individual differences that appears in any group of human beings.

If this is an accurate interpretation of the signs of the times, perhaps an attempt to indicate what I should like for my boy to get from the summer camp may not be considered pre-

sumptuous. Many of the things I shall set down will probably seem trite or even trivial. Some will appear paradoxical. For this I have no apology. Experience reinforces the conviction that the course of existence is determined by the trivial, and the significance of living is hidden in the pattern of a paradox.

### I

The first and most important thing I should like for my boy to get from his camp experience is the companionship of counselors who are worthy of his confidence. The wise parent will, of course, ascertain that the camp is sanitary—that the health of his child is fully protected. Having safeguarded that vital interest, he turns to a survey of the staff. I want to know the character of the men, who, through their intimate personal association with my son, bid fair to leave an indelible impression on his spirit.

The average adolescent is lonely at times. In fact, life is a fairly lonesome pilgrimage for all of us. The aviator, we are told, is subject to air pockets, which sometimes make his flight bumpy and unpleasant. The adolescent is a victim of isolation pockets. In the effort to reconcile the conflicting emotions of his soul, he strikes periods of tough going. Days come when he has a feeling that he is deserted or rejected. He has lost out in the race for recognition. Some secret ambition has been thwarted. There may be a tragedy in the family which he cannot share with his companions and keep his self-respect. Or perhaps he is meeting defeat in the struggle against some habit of which he is ashamed. At such times he longs for the comradeship of a youthful leader, a bit more skillful and experienced than himself, whom he can idealize and in whom he can repose his trust.

Dad, he knows, is willing to listen to any problem or aspiration he may wish to present. But there are seasons when even the wisest father fails fully to understand his maturing son. Somehow age hobbles us. There may be no actual friction. Indeed, there may be in Dad's heart deep sympathy and intense desire to put himself in the place of his inarticulate son. But he cannot escape the weight of experience and the judgment which accompanies it. It would be neither natural nor desirable for him to see the issues of life entirely from the viewpoint of the adolescent. The difference in emotional set and intellectual vision which accompanies disparity in age breaks down the

lines of communication. For the time being honest sharing is at an end. Conversation ceases or degenerates into a tiresome monologue by Dad.

But that boy of mine can talk to his camp counselor, if he is ready to listen and has the understanding heart. In him he finds a friend who has recently traveled the pathway he is now treading. He is not embarrassed by the thought that his counselor is too old to understand. The boy's immaturity is no bar to thoroughgoing argument with his young guide, who is only a few years older than himself. If the counselor is worthy of his secrets, he will bare his heart to him and secure the release which comes from implicit trust and fellowship.

There are also thousands of boys and girls in summer camps who have had only the most superficial relationship with their parents. They have been given everything that heart could desire except the sacrificial love of a father or mother. Reared in luxury, their care from infancy has been committed to others. Such youngsters are literally hungry for a genuine friend, who doesn't give a hoot for their money—one who accepts them on the basis of what they are rather than what they have. These neglected individuals, who have been stuffed financially and starved emotionally, are the loneliest figures in our whole society. Will they find in the summer camp the companionship they so eagerly crave?

The supreme opportunity of the camp counselor is to share his life with every boy who comes under the spell of his influence. The procedure is informal. But let no one assume because of that fact that the process is simple or automatic. It takes time to achieve the mutuality which makes sharing possible. A careful study of the camper is essential. If the counselor is so burdened with routine duties that no time is left for quiet conferences with the individuals in his cabin group, his relationship with them will remain largely formal and disciplinary.

The type of personal guidance we are describing demands a counselor who is keenly interested in the problems of young people. He must be able to exercise infinite patience as he strives to understand the contradictory behavior so frequently characteristic of the adolescent period. The counselor who would qualify for this rewarding task must be a man of sincere convictions. If he has no beliefs that matter, he has nothing to share. Finally, he

must possess the power of articulation. When the embarrassed youth becomes tongue-tied, his is the responsibility of penetrating to the central issue of his problem and giving expression to the hidden desires of his soul. In the last analysis, persons are fitted for decent living in civilized groups largely by the impact of other persons who are worthy of loyalty and emulation. If the summer camp supplies this sort of leadership, it fulfills its highest destiny.

## II

In the second place, I should like to believe that my boy's camping experience will help him to face life truthfully. A realistic approach to this complex world and its demands is the first law of mental hygiene. Willingness to face the facts is basic to successful integration of personality. If the summer camp is able to aid my boy in the discovery that he cannot run away from life, I shall be deeply grateful. If it is successful in teaching him the lesson that he will never be able to cheat life's obligations, I shall always be in debt to its skill.

Our mechanical civilization increases the difficulty of achieving this objective in the growth of young persons. The prolonged period of social dependence weakens the sense of responsibility in our boys and girls. By our protective devices we delay the arrival of maturity and postpone the necessity for making decisions of consequence. In a simpler society the youngster learned what life was made of in the hard school of experience. The primitive struggle for existence enlisted the aid of every person able to make a contribution. Children in the home were assigned definite tasks for the satisfactory completion of which they were held strictly accountable. Today we cushion their existence. The machine has deprived them of the chores for which they were once responsible. We have created an artificial atmosphere, in which they live far removed from the world of actuality. Many wealthy campers, indeed, live under the illusion that the world is their oyster. Skillful use of money or influence will crack it open for them at any time. Certainly, they believe, a judicious combination of the two will bring them the fulfillment of every wish.

Three things I should like for the summer camp to do in helping that boy of mine to discover the stern realities of life. If its program is adequate, it may guide him in the revelation of his possibilities. This means that opportunity

will be present for experimentation and exploration. The youngster engaged in the struggle to find himself must have a chance to test out his interests and aptitudes. This implies a wide variety of activities and a high degree of flexibility in administration of the daily program. It does not imply that a boy has the right to shift from one activity to another without giving any a decent trial. Unlimited freedom would encourage him to run away from difficult tasks and thus defeat the purpose we have in mind. Formal regimentation is the thing to be avoided.

Equally important for the growth of that boy is the necessity that he understand and face honestly his limitations. The environment of the summer camp is ideally suited to the realization of this end. The boy is removed from the sheltering protection of the family. There is nobody to make excuses for him. He is face to face with challenging opportunities for the mastery of certain skills. Presumably his counselors are kind, but frankly objective in their estimate of his capacities. He enjoys the privilege of friendly competition with his peers under wise direction. Most important of all, perhaps, is the comment of his fellow campers, who will not allow him to think more highly of himself than he ought to think. Under such influences a normal boy should arrive at a fair accounting of both his assets and his liabilities without undue pride or blighting pessimism.

The picture of reality is hardly complete until the boy comes to understand that tragedy is a basic law of life. In teaching this lesson the summer camp must draw upon nature's book of knowledge. Observation of her processes reveals the fact that calamity may strike in any sphere at any moment. A wise interpreter of nature's ways will point out that one order of life preys upon another—that complete security is yet to be achieved by all of God's creatures. He will not omit from the story of nature's moods drought, flood or storm. The hazards of human existence will be quietly revealed by describing man's place in a limitless universe. And so the young camper comes to sense the truth that disappointment, frustration and defeat are frequently man's lot. He begins to realize that simple courage and sincere faith are essential elements of successful living. He learns that nature yields her rich rewards only to those who are willing to struggle for their possession—that victory

*(Continued on page 31)*



THE pine grove by the shore of beautiful Lake Winnipesaukee provided a sympathetic setting for an experiment at Camp Kehonka. This experiment initiated young campers into the delights and surprises which lie in the earth, literally under their feet, if they would but use their creative touch to bring these treasures forth.

To their astonishment the clay which they evolved into cherished shapes actually was dug, every bit, from New Hampshire soil by members of the camp. Much of it was dug from the Camp's own beach where, to add to the excitement, were found bits of old clay pipes, made there by an ingenious character about eighty years before. Other clay was found in an old

# FROM THE GROUND UP

*An Adventure in Ceramics  
Under the Pines*

"brick-yard" on the camp property and some was unearthed in the excavations for the new post office in Wolfeboro.

This roaming investigation of various spots for modeling material was necessitated by the fact that the clay dug on the camp beach, in spite of testing with carefully measured proportions of fine and coarse sand, proved not plastic for coiling, and very friable. The clay from the post office site allowed itself to be coiled without collapsing completely, but could not be brought to a modeling plasticity. These clays could be moulded, as the old pipe-maker had discovered, but of course the camp did not wish to be tied down to the moulding process alone. The brick-yard clay with ten percent of very fine reddish sand found nearby (not lake sand, most of which proved to be too coarse), mixed with about fifty percent of the post office clay gave the best results. This mixture would coil for about three coils, after which it had to be set aside in the sun to dry a little before another coil could be added. By this method larger bowls could be built up. Little ash trays or pin trays usually could be finished at one sitting and a number of campers were very successful in modeling small animal figures with it. This clay fired with an excellent "ring," was reasonably sturdy, and turned to a lovely warm pinkish tan in the biscuit. The Camp had determined that, unless absolutely necessary, it would not go outside its own native soil for this material, and it did not even stoop to using flint to strengthen the ultra-friable clay.

By ALICE

HUMPHREY

DOERMANN

Looking back over the adventure, which has now covered three summers, there comes to mind the picture of from ten to twenty campers, ranging in age from about seven to seventeen, hard at work around a huge, rustic table which looks as if it had grown out there under the pines especially for the purpose. Such a picture of complete absorption and eager creativeness is to be found only where each member of the group is, for the moment, fulfilling a pretty strong creative urge. There seems to be a natural affinity between children and clay. Certain exigencies of the craft served to bring forth delightful qualities of appreciation and mutual consideration. The table must not be jarred. Other people's elbows must not be shaken. Other people's pottery must not be picked up and handled, for it might be damaged. The blue glaze brush must not be dipped in the yellow and separate cups of water must be kept for each color — woe to the careless craftsman who "muddied" the community glaze slab—not woe from the Leader except on very rare occasions, but woe from the fellow craftsmen! Patience in workmanship was cultivated automatically by the necessity of welding the coils of clay one to another so that the piece would come through the firing safely. The underglaze must be put on in three coats, just so. The sandpapering was important. Often, if this seemed tedious, a worker would ask the leader if she "thought it was all right now?" The leader would point out that the potter, or her parents would be living with the piece all winter, on the living-room table perhaps, and with that in mind did she feel satisfied with it herself? The answer was almost invariably renewed zeal in sandpapering. Such an atmosphere eliminated most "anti-social" behavior — the children were too intent and too interested.

Underglaze was used in the decorating because it gave the young potters a chance to put on their own designs, "just as they wanted

them" — and they usually had pretty definite ideas about what they wanted. A six-year-old camper was making a moulded pig-bank, after the manner of the Painted Pig in the story by Constance Morrow. She had decided to write in yellow "Hello" on the front of the pig and "Good bye" at the tail. Somehow inadvertently "Hello" managed to get written at the tail, but once the slip was noted, no amount of persuasion would induce the young camper to leave it. It was wrong, and at really great labor the "Hello" was transferred to the front and removed from the rear, where it gave place to the proper "Good bye" — and what a look of pride and satisfaction spread over the artist's face when this was achieved! Of course this was a very young camper and the effort was not so much toward producing a *design* which was satisfactory. The instance, however, is rather typical of the point of view found with surprising frequency at the pottery table. The workers consign their pieces to the tray for firing with a tender, almost reverent touch. It really is a momentous sensation for the leader as she realizes how they would feel if, in the exigencies of firing, anything should happen to the precious article.

The preparing of the clay "from the ground up" has proved a success from the campers' point of view because they love to help pound it, sieve it, and strain it. There are exclamations of, "I didn't know china was made from *that* — just dirt out of the ground!" They are always eager to hear more about their newly revealed idea, and there is an opportunity to open their eyes to whole new fields of interest in the various traditions of the art — Indian, Mexican, Italian, for instance — as in the different processes — the great heat needed for china and porcelain as against the lesser heat for pottery — not too technical of course, but throwing a new light on future museum trips, taste in household objects — an unlimited prospect. Children mostly seem to have the "mud-pie urge," which helps to make pottery an ideal craft for a camp. The pounding up, sieving, syphoning, etc., is a good way to start the group going. They all want to "try it." Those who think they "can't make anything good enough," at least will help mix the clay and they soon have a hand in other techniques. Their first tentativeness gives way to enthusiasm as finished shiny pieces begin to come out of the kiln.

(Continued on page 25)

# Counselor Responsibilities For Health in Camp

**F**EW will disagree with the statement that parents send their children to camp to have a good time in a healthy and safe environment. Thus, health is one of camping's main objectives. If good health is not improved or at least maintained, then the camp experience has, in most instances, been a failure.

The trend in medical practice among children is towards a preventive outlook. This trend is becoming more widespread in the medical management of organized camps everywhere, and is in contrast with the old idea of treating things after they have occurred.

The responsibility for putting the health of the camp on a preventive basis rests with two divisions of the camp personnel: (a) the Medical Staff—Doctor and Nurse; (b) the Camp Staff—Director and Counselors.

#### *Responsibility of the Medical Staff*

(1) A report of a medical examination by the camper's own physician, together with all the facts which might be important in the event of any condition arising while the child is at camp, should be sent to the camp physician just before the opening date. An examination and report more than a week before camp opens, loses a great deal of its preventive value. A physician who has been supervising the health of the child previously, can give valuable advice regarding special and important points for insuring optimum health for the individual camper.

(2) A superficial medical examination can usually be made by the camp physician at the point of embarkation for camp, on the train to camp, or at the point where campers meet to enroll in the camp. If this is done before campers have mixed and come in too close contact with each other, it has a preventive value in eliminating early cases of infectious conditions. For example—an examination of the mouth, throat, tongue, inside of the cheeks, the skin of the neck and arms, will take only a few moments to carry out, and it will serve to detect infectious conditions which could be spread during the first few hours of close contact necessary in travel and in groups at the opening of camp.

By

**J. H. EBBS, M.D.**

**Medical Director**

**THE STATTEN CAMPS**

(3) A regular complete physical examination of each camper by the doctor should be carried out during the first few days.

(4) Information regarding special care, special needs, requests from family physician and parents, diets, serum injections, rest, etc. should be compiled as early as possible by the doctor, and given to each member of the staff who will have responsibility for the camper—(Counselor, swimming director, dietitian, riding instructor, etc.). Much of this information can be sent out or at least prepared before the opening of camp. It is embarrassing to find that in the rush of opening days in camp, some important medical or dietary instructions have been overlooked for a week or more.

(5) Records of weight kept by the medical staff should be made at frequent intervals to check and guide camp activity for the individual camper.

(6) Sanitary inspections should be under the direction of the medical staff.

#### *Responsibility of Camp Staff*

The activities of each camper throughout the 24-hour period are under the guidance and supervision of the staff. Here the counselor serves as the most important single force in determining whether or not preventive measures are practiced in the daily routine of the camper. A few brief notes are listed upon some of the points which deserve consideration by a first-rate counselor.

**Morning Dip**—This should not be compulsory. It should not be allowed for certain children who show a tendency to over-tiredness and children who are underweight. In any case, it should be a dip and not a swim.

2. **Teeth**.—Improper care of the teeth dur-  
(Continued on page 28)

# How To Make A Dimond-O Pack-Frame

By

CARL N. HELMICK

Scout Executive

Riverside, California

ONE of the popular pack-frames in use by campers today is the *Dimond-O Pack-frame*, named after Dimond O Camp, the High Sierra Camp of the Oakland Area Council, Boy Scouts of America. It is the result of years of experience by seasoned campers and Scouts, the first one having been built in 1931, and later revised in 1934.

The *Dimond-O Pack-frame* is designed to secure the maximum of hiking comfort, especially on trips where sleeping equipment and food supplies for several days must be carried in one load. It is by far the easiest on the back because of its exclusive three-point suspension that places the load where it should be, allowing no part of the frame to come in contact with the body.

The *Dimond-O* is a wooden frame, having at the base a bow across which is stretched an adjustable strap that lies on the hips. Sponge-rubber pads keep all irritating pressure off the shoulders. The leather shoulder straps are broad and pliable, giving ample bearing surface and maximum comfort to the hiker. Natural sheepskin pads increases the comfort of the shoulder straps. The load is kept away from the back, permitting the air to circulate freely, thus *keeping the back cool*.

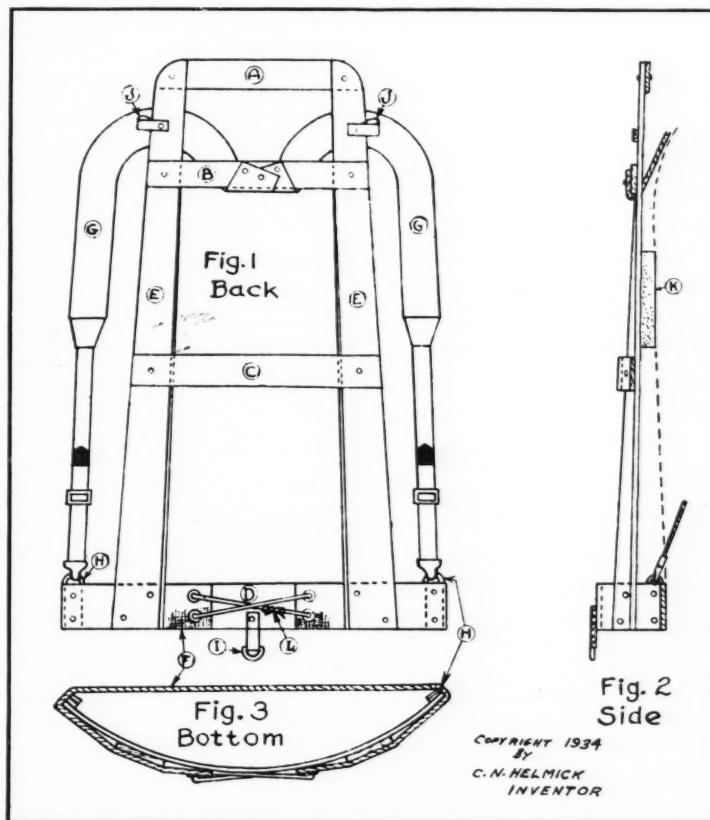
The shoulder straps are adjustable, making it possible for the frame to be interchangeable between boys or men of varying sizes. The cross-piece to which the straps are attached, also, may be adjusted upward or downward for tall or short campers. The hands are free at all times. In addition to keeping the back cool, the dead weight of the load is changed to a live, easy pack. The frame weighs only about one-and-one-half pounds according to materials used, yet is designed to carry a 75-pound load. It is tough, and yet springy to withstand wear

and rough use from camping activities.

## HOW TO MAKE IT

To start with, secure the following bill of material:

A—1 pc.  $\frac{1}{4}$ " x  $1\frac{1}{4}$ " x  $8\frac{3}{4}$ " Oak  
 B—1 pc.  $\frac{1}{4}$ " x  $1\frac{1}{4}$ " x  $9\frac{1}{2}$ " Oak  
 C—1 pc.  $\frac{1}{4}$ " x  $1\frac{1}{4}$ " x  $10\frac{1}{2}$ " Oak  
 D—1 pc.  $\frac{1}{4}$ " x 2" x 16" Oak  
 E—2 pcs.  $\frac{1}{4}$ " x 2" x 24" Oak  
 F—1 pc. 2" x 24" Heavy O. D. Webbing or Leather  
     with 4—#1 Grommets in ends for lacing.  
 G—1 pr. of Webbing or Leather Shoulder Straps  
 H—2— $\frac{1}{2}$ " or  $\frac{3}{4}$ " Dees, and 2 dee straps  
 I—1— $\frac{1}{2}$ " or  $\frac{3}{4}$ " Dee, and 1 dee strap  
 (Continued on page 39)



# MUSIC IN CAMP

By  
MARY L. NORTHWAY

*"Singing songs at table, singing songs at night  
Singing whenever we're able, singing with all our might;  
For singing is part of camping, and camping's the best of fun  
So you'll hear our happy singing from dawn till set of sun."*

**T**HIS verse shows the place a ten-year-old camper feels music has in camp. Music should be as much a part of camping as the lake and hills and the stars of the heavens. And the calibre of a camp's music indicates the calibre of the camp itself far more accurately than achievement in any of the physical activities can do, for music reveals the spirit that permeates the place. Campers like music; of course we know they like the latest swing and rollicking tunes to sing, and so do we; but we do them an injustice if we think their enjoyment ends with these. I have seen campers sitting under a starry sky enthralled with a Bach sonata played, unaccompanied on a violin; campers have asked to borrow recordings of symphonies of Beethoven, Tchaikowski and Cesar Franc and have taken them and a small victrola to a rock along the shore; choir practice has extended spontaneously into a whole morning of learning part songs and attempting arrangements with descants. Campers love music and we err gravely if we give them only local parodies on popular tunes.

In this article we shall consider (1) a few general suggestions about music in camp (2) some of the ways music may be used at camp (3) how every counselor may help with music and (4) some qualifications of the ideal "music counselor".

#### *General Suggestions*

Music, as all other activities, must be *fun*. Formal music appreciation groups, singing classes, difficult songs which require long teaching have no place; nor has the attitude that "you must sing this because it is good and your songs are not good" any justification. Good music is enjoyable.

Music must be *spontaneous*. Let us have music before meals, after meals, by a fire, in the rain, under the stars or in the early morning, but let us rarely schedule music. Let

there be no routine which requires we must have music after every meal, or "programmes" always on Wednesday and Sunday evening because we always have done so. Music should not become a routine like washing; it should occur on high occasions and as glad events and whenever our spirits have the need of it.

Music should be an experience in which we can all *participate*. All winter we are "sung-at" in concerts; all year we can turn a dial and obtain professionals. If we are fortunate to have professionals in camp let us arrange a programme *with* them rather than having them *do* a programme for us. If we have a pianist who plays Beethoven sonatas exquisitely let us see that the summer provides some time when a seven-year-old can play his version of Frère Jacques and a thirteen-year-old lead her band in "Scatterbrain". The inspiration of Beethoven sonatas should raise our own standards of performance, not substitute for it. A grand soloist may sing "Where'er you walk" for us on occasions; perhaps sometimes we could have her sing the verses of "Lasst uns enfassen" and we join in the "alleluias."

Music should be *varied*. Some days we may sing camp songs after supper; some days we may have a recital of vocal duets at sunset; sometimes instead of prayers we may have a Bach chorale; sometimes we will have sea chanteys and our local Yacht club songs, sometimes after breakfast we will be amused by "variations on a theme called chopsticks". We must have times when we are noisy and "swing it" and times when we listen quietly. Sometimes we will use song books, although at other times sing things we already know—sometimes we will have no music at all but go to sleep instead.

Music should be *suitable* for the occasion. Rainy days are made for learning songs around a piano; campfires are the place to sing songs

we already know. Small groups learn new songs much more quickly than large ones and are useful for introducing the song to the group as a whole. Evening by the lodge fire when the younger children have gone to bed is the place for long piano sonatas and Sunday is the day for the quieter, gentler songs.

Music should be *informal* and always *optional*. A Sunday evening program is not spoiled if campers bring their knitting or whittling and sit upon the floor, or if some sit by window ledges looking out from the room to the lake, or if some go down to boats or the beach and hear music from the distance. There should be no compulsion about coming to a programme or staying with a group to sing. Let campers do other things if they want to. If the music really is fun the whole camp always comes. On a warm evening campers who wish should be given opportunity to leave a programme for a before-bed dip; younger campers prefer this and get restless sitting still too long. On evenings when we have out-door "Promenade concerts" of symphonic recordings, other activities are always announced, but most of the campers turn up to listen before the evening is over.

Finally, music should be *good* music. Children will remember the songs and melodies of camp long after everything that has been said to them is forgotten. The sugary sentimental hymn tunes, the banal popular song, the obvious hackneyed melody can well be forgotten. Children like good music; children need not be "played down to"; children who have learned to love Bach chorales or European folk tunes or grand hymns will have gained entrance to a world of music which will be theirs all their lives.

#### Some Ways to Use Music

*Graces*.—There are many excellent graces, "The Wayfarers," "God has Created a New Day", the round—"For Health and Strength". Or a verse of a hymn such as "For the Beauty of the Earth" may be used. Some camps use a spoken grace sometimes and sing grace on special occasions.

*Sunday Service*.—The Church has developed and preserved music through the centuries. Sunday offers an ideal opportunity to enjoy some of the greatest melodies of all time; yet we are often inclined, even at camp, to sing "old favourites" of nineteenth-century origin in which both the tunes and words are often a

disgrace to any modern conception of religion. Camp is the place for grand hymns and as children grow to know these they will become favorites for them. Such hymns as "Praise My Soul" (Goss), "Praise the Lord, Ye Heavens Adore Him" (Haydn), Ein feste Burg, "All Creatures of Our God and King" and the Crusaders hymn are tunes children will remember forever and they indicate melody at its best. A "choir" may learn to sing parts or descants to fairly simple hymns, or to introduce new tunes. A hymn sung in parts by the choir with certain verses being used as solos becomes a part of camp music much more effectively than attempts at difficult anthems. The choir singing "The Hymn to Joy" can make this part of camp. Processional hymns through the woods to the chapel are very effective on occasion. Antiphonal singing either of hymns or other music with one group around a campfire, and another out on the lake in canoes, has been made a special feature of some camps.

*Music to End the Day*.—Some camps always end the day with the same music, usually "Taps". Others prefer to vary the music with the type of evening program. An evening of games may end with a follow-my-leader singing songs, going around the camp and each camper dropping off at his cabin. An evening party may end with "Auld Lang Syne"; an evening of plays with the national anthem. Sunday evening Tallis' Canon "Glory to Thee Oh God, This Night" may be used. At one camp as the flag comes down Old Sam, "God be in My Head" is sung.

On still nights after the campers are in bed records played on the orthophonic may send music through the camp; or a voice or instrument from the lake may lull the camp to sleep.

*Camp Singing*.—In many camps there has been an over-emphasis on the type of song which sets poor original words to an already worn-out tune. We will always have some tunes we want to make our own by setting our own words to them. I know a grand one to "The Road to the Isles" and our best sailing song used the old English tune "Come landlord fill the flowing bowl". But many camp songs reiterating "I wanna go to camp da da then I'll ask no more" could well be supplanted by folk songs of many lands and melodies from many centuries. It takes a little while to familiarize them but once they are acquired, they are loved forever. Let us have our own

(Continued on page 27)

# Throwing The Diamond Hitch

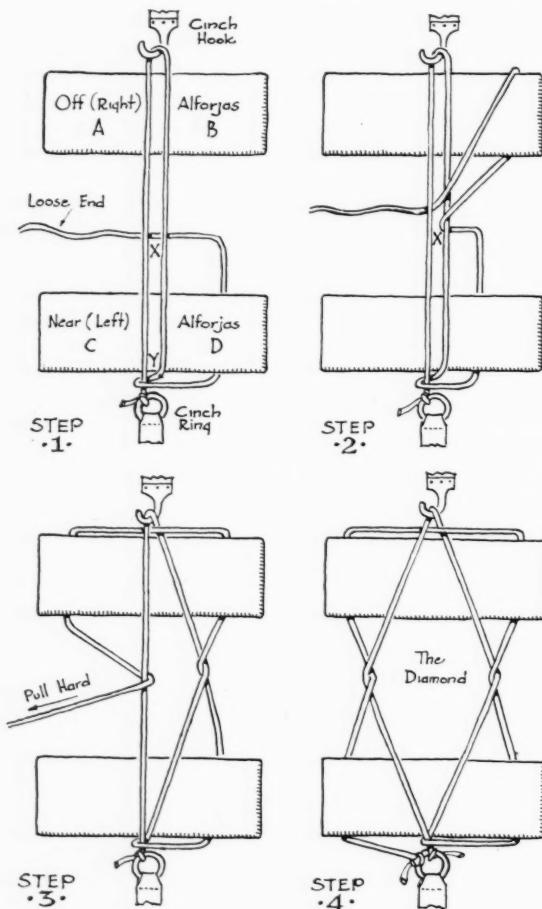
**T**HIS hitch is sometimes called the Lone Jack Hitch, because one man can throw it by himself. Two men can throw it much more easily, however, than one.

## Step I

Stand near and facing the animal's left shoulder, lay most of the loose end of the rope on the ground to your left, place a portion of the rope about six feet from the ring end, on top of and down the center of the pack. With your right hand throw the cinch under the animal. Take enough of the rope to form the initial loop, give it a half twist so as to get the proper conformation at Y and fasten in the ring on the other side. Pass a loop around and under D, grasp the rope at X and pass behind the animal to his other side.

## Step II

Now pull back enough rope through K to form the second loop around and under B.



THE LONE JACK DIAMOND HITCH

By

HUGH A. HUNTER

Holding the loose rope near point X pass to the animal's right front shoulder. Brace your foot against pack at A and pull on the rope for dear life. Now still holding a very taut rope pass to

## Step III

And form the third loop around and under A. Next pull the rope through X and over the taut rope between the ring and hook. You now see half the diamond formed. Still holding the rope so it cannot slacken, pass around the animal's front to your original position arrising at

## Step IV

Form the final loop under and around C and pass the end of the rope either through the ring or around the two ropes at Y. Again brace your foot against the pack at C and once more pull for dear life. This completes the diamond. All that remains is to secure the loose end by means of two half hitches or in some other manner.

To get a perfect job see that the belly band is properly centered under the animal, as the hook tends to work upwards; and pull all ropes extremely tight.

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# BAIT CASTING OUTFITS FOR CAMP



*Photo by Hughes. Courtesy The Joy Camps*

By  
**G. G. Robinson**

THE summer camp stands in a unique position in respect to the encouragement, promotion, and supervision of fishing. There is little question about the benefits received from such an activity. Boys not only love to fish but they will continue to fish long after they have ceased to spend their summers in camp. If their fishing experience is going to be enjoyable, it is necessary that some intelligence be used in the selection of equipment. We who are interested in this phase of the camp program realize the importance of being "introduced" to fishing with equipment that makes for fishing pleasure. There will be a number of boys who will go to camp this summer without any fishing tackle. In this case the camp should provide equipment for them. It would be a good investment to purchase three or four bait and fly-casting outfits for camp use. See that every boy in camp who is interested is given an opportunity to learn to use them. Many campers are anxious and willing to equip themselves and it is for these campers that this article is written.

The camper should do more than go to a tackle store and ask to be fitted with a fishing outfit. There are a few guiding principles which will enable him to make the right choices. He must first of all realize that there does not exist an all-around fishing outfit; that is, one set of fishing equipment that answers the purpose for

all kinds of fishing. The equipment used in fly-casting cannot be used to any degree of satisfaction in bait-casting.

Most beginners make the mistake of purchasing cheap equipment. This does not necessarily mean that fishing equipment is expensive. You can spend fifty dollars for a single part of the equipment or you can take half that amount and completely furnish your needs. Naturally you would not expect to select the best rod and reel with all of the other many small items to be included and expect to spend only twenty-five dollars. But the point to keep in mind is that you can completely furnish your needs and be assured that the equipment you have will give you fishing enjoyment, if you select the right kind.

The bait caster's equipment consists of a rod, reel, line, various kinds of bait, and other accessories.

It is necessary that a rod be selected that has good tip action. It should be between five and six feet, preferably five to five-and-one-half feet. With a fast tip action rod, the wrist and forearm will get distance and accuracy. A short, rod will not have enough spring power to be developed by the wrist alone, which means that the camper will be required to use a throwing motion in order to cast his bait. A short, stiff rod is the ideal rod for trolling, but not for bait casting.

Rods can be purchased in several designs, but the most popular are split bamboo, solid

*(Continued on page 25)*



Courtesy Camp Aloha

# ADVENTURE

## CAN BE SAFE

By

RAMONE S. EATON

American National  
Red Cross

**I**N THIS day of perfectly equipped camp properties, with their highly competitive programs operating under skilled counselor guidance, is camping an adventure? Or is it merely another summer vacation period in the out-of-doors, with all of the athletic and recreational activities which are a part of the school and home life of the average American boy and girl?

I am not certain enough of the answer to vouchsafe any dogmatic generalization. But this I do believe: camping presents the greatest opportunity we have in a complex civilization for giving the boy and girl a thrilling, adventurous experience far surpassing that which is possible in any other phase of education or recreation.

No movement in the world today has a greater responsibility in contributing to the expanding personality of the growing child than organized camping. In the individual, adventurous camping develops initiative, forethought, courage, adjustment to unusual conditions of environment, and personal skills for meeting the unusual, the unforeseen. Camping should be a great adventure!

We talk frequently and glibly about giving the camp back to the campers. If this means anything, we might do well to inquire of the campers whether they wish their camp experi-

ence to be an adventure? Those who do not know the answer to be an emphatic "yes!" have come a long way on the road from their own youth, or else were unfortunate in being deprived of the opportunity of knowing the joy of the open fire, of the skillet and the coffee pot, of the song in a childish heart as the fire burned low, the night noises began and the stars merged themselves into our dreams.

Many a youngster, and adult too, will remember the cover on an issue of the *Saturday Evening Post* during the summer of '38: two boys, wrapped in an old blanket, lying beside the dying embers of a campfire. Rough camp equipment scattered over the ground told its story, but more significant by far was the look of supreme happiness on the faces of the two youngsters who were enjoying an experience that brought them close at once to the strong, earthy things of life and the mysteries of night beneath the sky. That was a picture of camping as an adventure.

May I, then, speak a word for these boys and girls who come to camp in hopes of adventurous living? With highly imaginative minds attuned to the prospect of a new environment, they are eager for a whole new series of stimuli rather than the sometimes exciting but often monotonous routine of competitive athletics, country-club recreation and the school-room

technique of individual achievement in craft, nature, equitation and similar camp activities.

If camping is to be a great adventure for these youngsters whose thoughts are "long, long thoughts," the camp program must be broadly conceived and carefully planned to that end. Under well-trained and sympathetic leadership, virtually every aspect of the camp program can be made a fascinating experience. By the same token it is apparent that the skilled technician and teacher may fail utterly to create the proper atmosphere for his activity in the camp environment.

For instance, handicraft and woodwork as taught in our public schools have a place of importance in education, but this same approach to craft work in camp may defeat the real values of camping. Much the same is true of many other camp activities. If our campers ride the ring for hours and days in perfecting the skills needed for safety and enjoyment on the trail, or, similarly, if swimming courses are planned for development of skills needed for full participation in all phases of camp aquatics, then these subjects lend themselves to adventurous camping. But, if these become an end in themselves, then the real purpose of such activities in camping is being neglected.

Canoeing is a popular phase of aquatics in most camps, but if the end result of camp canoeing is merely the completion of require-



*Courtesy, Camp Lanakila*

ments enabling the camper to handle a canoe safely and skillfully, then the possibility of canoeing as a phase of camping has been missed entirely. Rather, all of these activities should relate themselves to the environment of the camp and the adventure of camping. If these activities are treated in this manner, they will supply the background and the skills to enrich the camping experience of the individual.

This effort to broaden and enliven the normal day-to-day activities within the camp will in many ways prepare the camper for the more complex opportunities of field trips. To be successful in this the counselor must know as much about human nature and camping as he knows about the technical aspects of his particular activity.

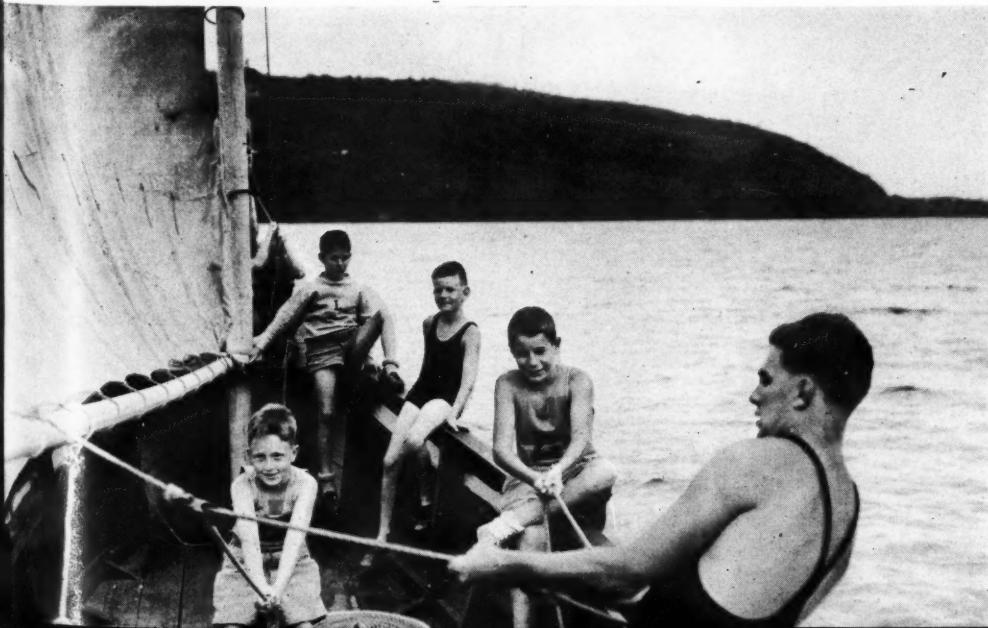
What is said here may not apply to the highly competitive athletic programs and the achievement activities of some camps, but since the trend against such programs is so evident at this time I do not believe that factor need

be an obstacle to constructive thinking.

If we give more than lip service to camping as an adventure for the healthy, imaginative child, let us make this ingredient a requisite of every activity where conditions permit. A careful survey will convince even the most doubtful that

*(Continued on  
page 23)*

*Courtesy, Camp Lanakila*





**I**N A summer camp for girls by the shores of Lake Nagawicka, Wisconsin, on the site of an old friendly meeting ground of Indian tribes, can be found today a living Indian-lore program. It is directed by Mrs. Charles Yager, a woman of part Indian and part English blood, born in the old Indian Territory of Oklahoma, and who goes by the beautiful Indian name of Hyahwahnah, which means "Land of Winding Waters, Always Going Forward."

Conditioned by her years of intimate living and working with the first Americans, it is Hyahwahnah's conviction that this generation of youngsters can well use some of the teachings of the old Redman—his self-control, his contentment in the world of nature, his ability to be a useful human being, and above all his respect for himself. Young Americans need a better understanding of the roots of their own civilization, of the teachings and the native arts and crafts which spring from our own soil. In offering these things with the splendid background of camp life, Young America will have a deeper understanding of the path they need to take for quiet peace and contentment.

As a means to introducing Indian-lore Hyahwahnah took a very natural approach through Indian dolls. From an old Indian woman she obtained fifty naked dolls, made of brown cloth, ten to twelve inches tall.

She divided the Indians of the United States into four groups:

1.—*Woodland*—East of Mississippi River to

## THE USE OF DOLLS AS AN APPROACH TO INDIAN LORE

By  
ETHEL THOENEN

the Atlantic, Hudson Bay to Gulf of Mexico

2.—*Plains and Plateau*—Great Plains and Rocky Mountains

3.—*Southwestern*—Navajo, Pueblo

4.—*Western-coast Indians*—Northwest California.

With pictures and dolls she showed the children that each section has a different mode of living, affecting their houses, food, clothing,





tools and pottery; that when one tribe changes sections, their manner of living changes, due to new geographic and climatic conditions.

The campers came to realize that the Indians adapted themselves to these changes just as campers need to adapt themselves to camp life when they leave their homes. They saw, too, that the Indian had to learn, in his daily life, to use every thing around him, such as bark, grasses, clays and furs, just as a camper must learn to use the many things offered in the woods environment.

Each camper selected a doll and the fun began as each decided which of the four groups she preferred her Indian to be. Each doll's entire outfit was cut at one time and then pinned on the doll and put in an individual box so that the pieces would not be lost while the child was making the dress.

At first many of the new girls could not even thread their own needles, but in an atmosphere of patience and cheer, they accomplished this and much more as the days went by. They looked eagerly forward to the day that the dress would be far enough along so that they could begin to put on the beads from the patterns they had already designed.

Each girl named her doll and also selected an Indian name for herself. From the legends and myths that were told, each built a story around her own doll and this was typed for her to be put in her Indian-lore scrapbook made from wood and laced with leather.

The study of symbols entered very naturally into all of this picture, giving the reasons why the different tribes use different symbols:

1.—How the Woodland Indians use a free-hand floral decoration of trees, flowers, lakes and forests.

2.—How the Plainsmen, whose eyes are accustomed to great distances, paint on their tepees and

costumes geometric designs and realistic figures.

3.—How, in the Southwest where rain is always needed, they use many highly conventionalized geometric designs symbolic of rain, clouds, and thunder, as seen in the rugs and on the pottery and jewelry from that section of the country.

4.—How the western-coast Indians who are so near the sea and depend on it greatly, use the waves dashing against the coast-line, queer spread forms, carved totem poles, and canoes from their great northwestern woods.

Not only their homes and clothes show these symbols but their rugs, baskets, and pottery. The children learned to distinguish the good pottery and rugs from the poor and the fake ones, and to understand in which section one may find each kind.

Once a week an Indian campfire program was held. To the roll call each girl answered with her Indian name and was then given an opportunity to introduce her finished doll, giving its name and the story she had written about it. Little talks were given by the girls about Indian foods, jewelry, and customs. Indian songs were sung and the council finished with an Indian Dance.

A recent innovation in the program has been the addition of Indian puppets through the assistance of Christine Hosterman of Tulsa, Oklahoma. The puppets' heads were made of plastic-wood in plaster-paris molds. The bodies, legs and arms were sawed from softwood, while the hands were made of leather.

During the final week when many parents were present at the hotel, invitations were sent to all to come to the green cottage for an Open House. The little girls took turns acting as hostesses and guides, explaining very intelligently the interesting facts of their dolls and Indian-lore books. A huge bowl of candy maize

(Continued on page 27)



# Yankee Weather

## The Effect of Weather on New England Camping

By  
WALLACE E. HOWELL

sive. But with all these advantages, it is, nevertheless, subject to periodic storms which, striking often with little warning, present a real problem for the camping community.

In order to discover just how much of the time weather should be expected to interfere with normal camp life, the Yankee Network Weather Service has undertaken a study of Weather Bureau records from selected stations in the principal camping areas of New England. The stations chosen, shown on the accompanying map, are fairly representative of the surrounding country, and it has been found that local differences in terrain and altitude do not change the average result by a significant amount. The study covered the average temperature at these stations, and, more important, the frequency of days in which weather occurred bad enough to interfere with normal camp routine. This does not mean that each day counted was stormy throughout the whole day, but only that some element, rain, fog, thundersqualls, etc., occurred with sufficient severity to handicap normal activities on that day. Although this method tends to overestimate the effect of the weather, since not all days counted went for a total loss, the results are not the less significant.

The broken lines on the accompanying chart show the mean temperature of each of the eight stations for the months of June, July, August and September. The solid lines show the percentage of bad-weather days in each ten-day period, or decade, for the months of July and August, averaged over the ten years

AS WE look forward to another camping season, it is with the memory of a wide variety of outdoor experiences; of cool, brisk days when gusty winds test the skill of young sailors, of baseball games under the hot July sun, and, alas, of a few damp, raw days when everybody was wondering what to do. For camping is, by its very nature, dependent on the weather to a large extent. Every camp director has the problem of providing activities and amusements for his little community when bad weather interrupts the usual round of the outdoor curriculum. Not only this, but he must also guard against being caught unawares when bad weather strikes. There are few things in camping sadder than an overnight hike which tangles with a soaking rainstorm, for genuine disappointment is bound to accompany the discomforts of a sleepless night and damp bedding, to say nothing of the danger to the camp's health record. In fact, there is scarcely a single phase of camp life which does not depend to some extent on the weather. Health, safety, the success of special events, the smoothness and efficiency of the day-to-day round of camp life, all are threatened by an unexpected storm.

To be sure, New England is by nature almost ideally suited for camping. Accessible from the major population centers yet with a great reserve of lake and forest, it is inevitable that it should be a vacation land. The climate in summer is warm enough for unlimited outdoor activity, yet not often so hot as to be oppres-



from 1929 through 1938. These figures show a considerable range, from a high of 36% for the second decade of July and the first decade of August at Rutland, Vermont, to a low of only 16% for the first decade of August at Hyannis, Massachusetts. Averages over the two-month period for each station, together with the average of all observations tabulated are shown in Table I. An examination of this table shows that the figures for the first six stations are closely bunched, with only minor differences, but that the last two are definitely lower. This seems to show that southeastern New England enjoys the best weather and that there is little choice elsewhere. Although there is less difference in the mean temperature

TABLE I

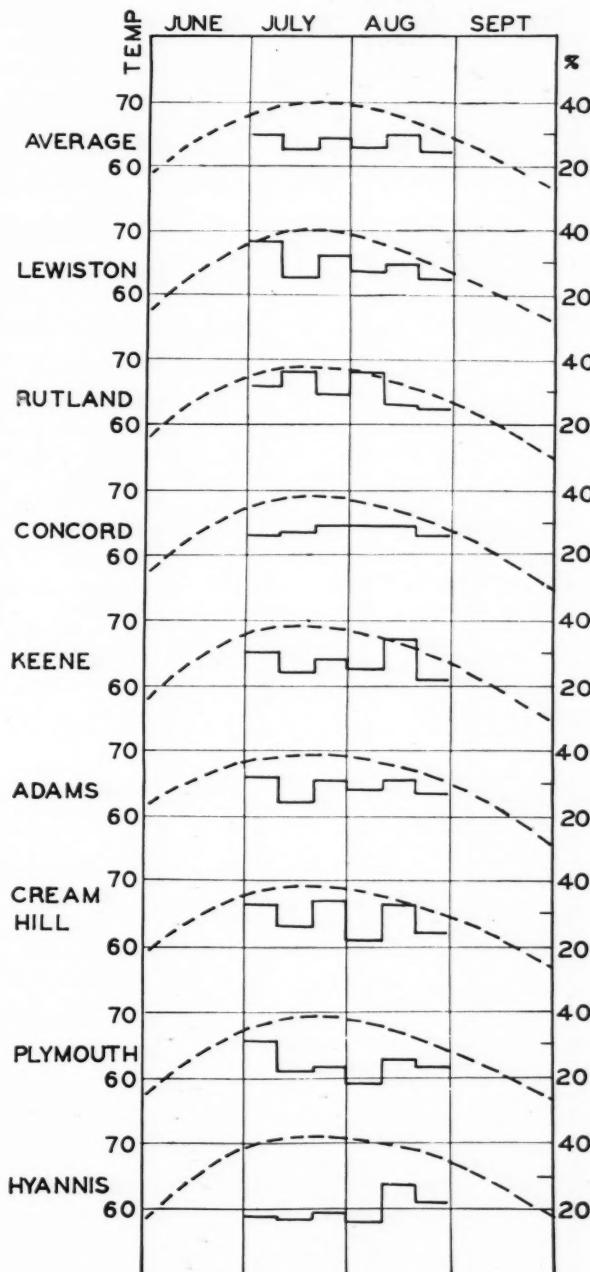
Lewiston, Me. ....	29.0%
Rutland, Vt. ....	30.1%
Concord, N. H. ....	27.7%
Keene, N. H. ....	27.1%
Adams, Mass. ....	28.8%
Cream Hill, Conn. ....	28.7%
Plymouth, Mass. ....	23.7%
Hyannis, Mass. ....	19.8%
Average ....	27.0%

Percentage of days in July and August with weather interfering with camp activities curves, it will be seen that here too southeastern sections are favored. Quite remarkable and entirely unexpected is the alternation between favorable and unfavorable conditions from one ten-day period to the next, shown up in the average curve at the top of the chart. The inflection points can be observed in the same

order in seven out of the eight individual curves, with Keene, New Hampshire, alone disagreeing.

In the mean, then, better than one day in every four is adversely affected by the weather. This fact would seem to justify a further investigation of the situation to determine what types of weather are most troublesome and what can be done to minimize the impact on the camp communities.

In general, the weather situations to be considered fall into two main classes. The first comprises storms of a local and passing nature, such as squalls and thunderstorms. While not typically of long duration, these may be very violent, requiring the instant attention of the



By Their Hikes Ye Shall Know Them

# Editorial



Camp No. 1  
takes a hike.

Cooks up  
two potential  
forest fires



— and  
aves its  
record  
behind



Camp No. 2  
seeks adventure  
with neatness,  
courtesy and  
safety

## Yankee Weather

(Continued from page 19)

entire staff to safeguard the physical equipment of the camp as well as the children. Moreover, it interferes with activities already planned or under way, and often requires sudden changes in schedule. From the forecasting point of view, it is practically impossible to foretell from local observations, and usually occurs in the midst of otherwise fine weather. From the point of view of the professional forecaster, it is still difficult to note the development and trace the life history of each and every individual storm so as to warn camps in its path (even this is possible in certain special cases where the thunderstorm forms on a "cold front" and moves along with it). However, it is possible, by means of observations taken in the upper layers of the atmosphere, to forecast with a high degree of accuracy the probability of thunderstorm development over a given area for a day or two in advance. While not presenting a complete solution, this would nevertheless be a help in planning such undertakings as overnight hikes, campfire meetings, and the like.

The second class of weather interruption is a storm of more widespread and general nature, properly known as a cyclone. Disturbances of this sort migrate continually through the middle-latitude belts of the world and control to a large extent the day-by-day changes in the aspect of the weather. A cyclone covers a large area, ranging from several hundred up to a million or so square miles at a time, causing stormy conditions which may hang on for several days, forcing a complete revision of the daily camp routine to provide indoor activities for the campers. Though these storms are more serious in their effect on the camp, they

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are even more difficult to forecast adequately from local indications. A good barometer, careful observation of the clouds, and other indications may be of some help but lack the necessary accuracy for making a specific forecast. To the professional forecaster, however, with reports from all over the country available to him, these storms present a simpler problem than the thunderstorms do, for he may detect their origin and follow their development in considerable detail. With this information, he is in a position to forecast the time at which rain will begin and end, the approximate amount of rain to be expected, and the temperature and wind.

The value of professional forecasting is obvious, then, in helping to keep the camp program running smoothly and efficiently. The question comes up, then, of what forecasting services can be made available, what special knowledge would be necessary on the part of the forecaster to handle the work, and how the forecaster will be at a disadvantage unless he is fairly familiar with the problems of the camp director as they are affected by the weather. He must be able to visualize a cold day not only in terms of thermometer readings, but also in terms of extra clothing, shortened swim periods, and firewood for the library. Moreover, there must be some way of making forecasts available at the earliest possible moment, yet avoiding the expense of unnecessary forecasts.

The best known agency issuing forecasts is, of course, the Weather Bureau, operating under the Department of Agriculture. For several reasons, however, the Weather Bureau does not fulfill the requirements outlined above. In the first place, the personnel of the Weather Bureau has only very limited experience with the particular problems of the camping fraternity, but more basically, their forecasts must be of a very general nature, poorly suited to the specific needs of program planning. Also, forecasts are available from the Weather Bureau only at certain times, and they are often out of date by the time they are received, particularly when distributed by newspapers. If the situation changes suddenly, no warning can be received until the next forecast is due. Then, too, the forecasts must be watched every day to catch the one in four which brings bad news.

A gap remains here which can best be filled by a private enterprise giving special attention to forecasts for specific needs. This has already been widely done in other fields, notably by

airlines, power companies, and large farm operators. With this in mind, the Yankee Network Weather Service is making available to camp directors for the first time this summer a forecast service designed specifically to meet their needs. Highly trained meteorologists with a background of camping experience will prepare special forecasts for camping districts, making the forecasts sufficiently detailed to be of definite assistance to camp directors. In mountainous districts, conditions expected to prevail at high levels will be given, and for this the short wave radio circuit maintained by the Yankee Network with Mount Washington and Mount Whiteface will prove an effective aid.

Although the main aspects of the weather are covered in the regular broadcasts of the Yankee Network Weather Service, a supplementary service on a subscription basis will be carried on by wire or other suitable means of communication. This service will deal principally with specific warnings of bad weather, and, by this means, also forecasts can be amended without delay if that should become necessary. This pioneering undertaking will undoubtedly be able to contribute materially toward the health, safety, and efficiency of New England's camps.

Inquiries may be addressed to the Yankee Network Weather Service at WNAC, Boston.

#### Sustaining Membership in the A.C.A.

We in camping are contributing to the betterment of social and political life in America. Camping as a way of life, as a means toward the "good life," is **our** contribution to the improvement of living in America. We are doing a pioneer job that is certainly worthwhile.

We in the American Camping Association are affecting the attitudes and behavior of thousands of children and adults each year. Our job of guiding the camping movement in America is of paramount importance—it is a huge task that requires adequate financial support.

As we increase the resources of the Association, we increase our effectiveness in providing essential direction to our endeavors. Through sustaining membership in the A.C.A., we not only contribute to our own progress, but to the progress of the entire camping movement.

Have you considered the possibility of your organization becoming a sustaining member? The cost is only twenty-five dollars annually.

## Adventure Can Be Safe

(Continued from page 15)

the most prosaic activity in camp can be greatly enhanced and refreshed by planning in this manner.

Let us question our own thinking here. Is the morning equitation class just another hour of school, with an admittedly popular subject, or is it thrilling preparation for the greater trial of venturing forth on unknown trails? Is the afternoon hike just another walk in the woods or is it an opportunity for becoming acquainted with a new world, seen through eyes that learned the way to read each spot along the trail as a skilled musician follows each note of a great symphony? How rare to find the camp where the thrill of the night hike is known. Yet even the well-worn paths about camp become strange byways and a new life is abroad, awaiting our acquaintance, when the mantle of night covers our surroundings. Many an old and experienced camper has found a whole new world along the night trail when guided by eyes that see.

Is your aquatic program planned not only for keen participation but in an effort to progressively increase skills with an eye toward full enjoyment of all phases of aquatics, both in and out of camp? Is this program designed to lead the campers progressively forward until the ultimate in skills is obtained and they are prepared to care for their own safety and that of others? The boy or girl cannot always know the protecting hand of the counselor nor would this be desired. The training here must prepare for the greater adventures of the years to come. As a phase of the camp aquatic program canoeing is of admitted importance. The canoe, as the first mode of transportation in many parts of the world, led the way in opening vast sections of the world otherwise unconquerable by man. Properly guided, this phase of camp aquatics may be planned in such fashion as to be the means of opening new vistas on the camp horizon, of taking youth along paths known only in dreams, of making a new adventure out of camp-lore learned in other fields. These are the things that can be.

In part, adventure is defined as being "a bold undertaking, in which hazards are to be met and the issue hangs upon unforeseen events; a daring feat; a remarkable experience." The qualities that enable one to cope with such events are the sinews from which men are made.

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Could it be that this definition of adventure would prevent the cautious, conservative camp director from surveying his camp program with a view toward making adventure an integral part of all camp activities? It should not. Camping of this sort can and should be safe. Safety is an essential part of planning for any camp activity. Adventurous camping is only possible where safety goes hand in hand with all phases of planning and execution of camp projects.

Many of you have read Anne Morrow Lindbergh's "North to the Orient." Do you remem-

ber the "back door"? What endless patience and carefully built-up technical skill went into the preparations for that memorable flight! Two high-hearted adventurers off on an incomparable experience. . . . But always there was the "back door," as she so aptly termed the safety planning for the unforeseen emergency. Did this careful planning for the unexpected detract from the thrills of this flight? No, nor does it from the least of adventures. An accident will take sunshine and joy from the least or the greatest of adventures, and safe planning must be a major responsibility of those responsible for campers' activities.

Recently the American Red Cross First Aid Service had an opportunity of planning with Admiral Richard E. Byrd and members of the United States Antarctic Expedition in the interest of certain phases of their safety organization. A highlight of the planning for this expedition was an arrangement for training all members of the expedition, at both bases in "Little America," in Red Cross First Aid. Further, essential first-aid materials for field parties were provided and will be carried on all field trips. In a recent radiogram received from Admiral Byrd by Harold F. Enlows, National Director of the American Red Cross First Aid, Life Saving and Accident Prevention Service, he said in part, "Have had many occasions to be grateful for your friendly assistance."

Do such preparations lessen the thrill of this adventure? Hardly. And yet there are camp directors today who unthinkingly expose campers to unnecessary hazards and fail to require that their leaders be fully trained in the essential things necessary for assuring the safety of their charges. In these cases it is always because of limited knowledge of safe practice on the part of the director himself or acceptance of counselor advice on this phase of the program. It is a recognized fact that first-aid training is basic to the development of safe attitudes and safe practices. With such training as a background a more intelligent approach to the normal hazards of camp and camp activities will follow. These are essential in camp activities as well as more adventuresome field trips. First aid is so readily available today that it would be no hardship to ask counselors to complete such training before coming to camp, if there is any likelihood of their being responsible for program activities.

It is rather an axiom today that safety training is part of the equipment of the camp water-

front director, but even here opportunities for strengthening programs are overlooked. Water-safety instruction is generally available in colleges, universities and most communities throughout the year, so that counselors generally could be requested to secure such training prior to the opening of camp. This should be requested of counselors other than those whose work will be primarily on the waterfront. The need for this may not be readily recognized, but some form of aquatics has a place in almost any out-of-camp trip.

While it should be the aim of those responsible to make safety so integral a part of the camp program that no activity is blindly approached, a word of caution is needed for those who so hedge their programs with prohibitions that safety becomes a negative virtue. I have in mind a visit to a camp where a set of barbarous-looking grappling irons were prominently displayed on a tower at the waterfront. Questioned concerning this, the director stated he had been advised that grappling hooks were needed in his camp because of the depth of water in the swimming area. A perfectly true opinion, but in acting upon it he had failed to exercise good judgment. The irons would have had equal value conveniently stored out of sight.

Somewhat the same thinking is carried over into restrictions frequently promulgated for the so-called safe use of canoes and rowboats. The important thing here should be the teaching of the necessary skills for safe handling of such craft and the practice of a few simple safety techniques, rather than the establishment of prerequisites of swimming and other related skills which often discourage the full enjoyment of this activity except for the favored few.

If this more sympathetic and comprehensive plan is followed, safety training will be not only intelligent and adequate, contributing directly to the camper's pleasure through the mastery and practice of various skills, but will indirectly and to an immeasurably greater degree contribute to his enjoyment of camping by broadening the scope of his participation and thus extending the horizons of his camping experience.

If we will approach and carry out safety planning in this manner, we shall, I think, enhance its value and effectiveness, and we shall surely be using it to help make camping the glorious adventure it should be for every boy and girl favored with that opportunity.

## Bait Casting Outfits

(Continued from page 13)

steel, and seamless tapered tubular steel, all of which will give good action. One of the most popular is the seamless, tapered, tubular steel rod. It more nearly approximates the split bamboo in action, and for all around fishing is probably the best to buy. The camper who is interested in really learning how to bait-cast and at the same time wants a rod that will stand up under the most adverse kinds of fishing will not go very far astray in selecting a seamless, tapered, tubular steel rod. The ideal rod is of one piece design and should be five feet, or slightly more, in length.

In selecting the reel, the camper must realize that he is selecting the most important part of his outfit. One can have a stiff rod and a heavy line and still manage to make a good cast, providing there is a good reel. It is suggested that the camper be advised to select a quadruple multiplying reel with a fast aluminum spool. The reel should also have a level-winding mechanism. Quadruple multiplier simply means that the spool of the reel revolves four times to every revolution of the handle. This enables one to retrieve the line with less work. Most of the reels today are level-winders. The level-winding mechanism moves back and forth as the handle is turned and lays the line evenly on the spool. One of the main causes of backlashes is unevenly spooled lines and therefore this attachment is almost a necessity.

Most people are attracted to a reel by the length of time the spool spins. It is necessary to have a spool that starts and stops quickly. Do not select a reel just because it has a heavy spool and spins longer. The light spool gets away to a flying start with minimum casting effort and yet it seldom overruns at the finish.

A smooth and easy-casting, small-diameter line is recommended. The line should be between ten- and fourteen-pound test. This test line is much easier to cast and can land most of the heavy fishes. Just because you use a ten-pound test line it does not follow that a heavier fish than this cannot be landed. The camper who uses a line that resembles a tow rope will miss much of the fun of fishing.

After you have selected your rod, reel, and line, your next problem is the selection of bait. In choosing bait remember that fish are to be found in three places, *along the shore, near the*

*surface, and in deep water.* You must select your bait accordingly. You will need surface and near-surface bait, deep-running lures and, for the weedy growth, weedless bait. Do not crowd your tackle box with a lot of useless bait, but choose one or two of each of the lures mentioned above and add to them as you think you need them. Much use can be made of live bait in bait-casting and very often such natural bait as the frog or minnow attracts "them" when the artificial lure fails.

There are a number of other articles which should be included and which will prove their worth. In listing these articles we are keeping them at a minimum. Many boys will not need them for the simple reason that most of their fishing will be done on the dock. There are, however, a number of camps that do a great deal of tripping, and thus promote a real program of fishing. A listing of these articles would include: the tackle kit (of ample size), stringer, cleaning knife, pocket knife, extra line, reel oil, weights of different sizes, wire and gut leaders, pliers, flashlight, and if you are planning on landing one of the big ones, a gaff.

## From The Ground Up

(Continued from page 7)

There seems very little doubt about the desirability, from the campers' point of view, of pottery as a camp craft—in fact it seems perfectly suited to the setting. The camp must, however, be prepared to overcome a variety of difficulties, some of which are herewith suggested. After the securing of workable clay, the firing is the most pressing problem. At Camp Kehonka various experiments were tried. During the first year Indian pottery seemed the logical type to begin with in a camp setting, and a consistent project would include an Indian mode of firing. We made a rather extensive study of Indian types of firing as adapted in educational experiments elsewhere. One of these was a straight Indian method, namely the digging of a hole lined with stones, heating the sand and stones very hot with a slow preliminary firing, inverting the sun-dried pots over the heated stones, covering them with hot sand, and building a hot wood fire on top. This fire had to be kept going for about five hours. The result was not very satisfactory, partly because the hole, though dug quite far back from the water's edge should have been even more in-

land where no possible dampness could have seeped up from beneath. Further, although the spot was chosen where the wind from the lake would fan the flames, it appeared that some sort of wall was needed to concentrate the heat and better to control the draught.

The next try, then, was made with an adaptation of the method described as having been used with success at Hampton Institute. There was in camp an iron cylindrical container, which served as the firing-chamber of the new outdoor "kiln." This was raised on parallel iron pipes, and surrounded by a three-sided chimney of stones. The whole faced the lake, where the breeze would be most available as an ally. The campers had made mostly Indian shapes, this time of "Kehonka" clay, decorated in underglaze with Indian or Mexican symbols. The pieces were placed in the kiln and a very hot fire kept going for about six hours. The heat through the peep-hole was red hot. After the fire had died down, and the kiln cooled a number of hours, the whole Camp gathered at Sunset, for the opening of the kiln. It was a truly dramatic moment fraught with adventure and suspense. The children were so excited as the tongs lifted out their pieces one by one that they could hardly contain themselves . . . . That was definitely one of the great moments in the whole adventure. One doubts if for sheer spontaneous thrill a "store" kiln can duplicate the atmosphere.

The pieces were well fired for a biscuit firing. Of course no glaze other than underglaze had been used, or could be. The clay had turned from the grey original to a pleasant buff, and the underglaze color showed up so much better than when applied that the campers were delighted. But the member of the camp staff whose lot it had been to stoke the fire was all for "trying something else!" The next year, therefore, the pottery leader gave her attention for several weeks before Camp opened to experimenting with the clay and firing it in a small electric kiln intended for laboratory use. This time, besides working to make the clay more durable, she also worked to bring the firing to a point where she could put a clear glaze over the underglaze with about ninety percent success. While every adult potter knows the uncertainties of firing, and learns to be prepared for the worst, it looked as if, in the newness of the pottery experiment in camp, any "miss-fires" would be discouraging enough to the

young novices so that the success of the experiment might be endangered. The leader therefore tested and fired individually each underglaze, separately, and with the overglaze, before applying it to articles made by the campers. With preparation of this nature the small kiln honored itself by producing about sixty finished pieces with shrinkage, cracks, or imperfectly fluxed glaze in only about five. No doubt a full sense of past successes will lead to greater readiness for risk and experiments.

Since this small kiln had a firing chamber of only  $3\frac{1}{2} \times 3\frac{1}{2} \times 4$  inches the campers had, so to speak, to cut their patterns to fit the cloth, but this proved to be no difficulty for most of them, since they naturally leaned toward making small pieces of the approximate size. For the leader, however, the firing of each of sixty pieces twice, piece by piece, is an undertaking which can be done once in the spirit of adventure, but for permanency is not to be recommended!

This year, the third, a new kiln, electric with a firing chamber  $8 \times 8 \times 9\frac{1}{2}$  inches has been bought; after some difficulty with the difference between the factory directions and the local electrical current, it bids fair to settle down as a satisfactory permanency. The firing chamber is certainly large enough for any camp firing, and the regulated speeds and space for pyrometric cones will make it possible to secure more closely controlled conditions, and much better fired pieces.

In summary, there have seemed a number of salient results which should be expected in a camp group. These roughly might be classified as psychological, artistic, and educational. Under the first, there is inherent in a group a social situation almost unique in this day of competition when money values are apt to play so deplorably large a part in childrens' surroundings, and when creativeness plays so weak a part in the early ideas of so many of our young people. You have here to work with a material which, so far as campers are aware, costs nothing but the labor to find it and make it into something that can be used. It is ordinary and simple, so simple and "at hand" that they had all of them completely overlooked it as a possible source of entertainment—a worthwhile experience for children for whom every conceivable article drops ready-made into their laps. Further, a pottery group is democratic to a degree unusual except in simpler civiliza-

tions; since the material costs nothing in money, a person "is somebody" only according to her own achievement and personal actions in the group. This atmosphere, last summer, was the making of a camper who, very unpopular in every other relationship, turned out to be such a talented, painstaking, and successful potter that she received in pottery her first quota of wholehearted admiration from her fellows. Her eagerness with it was almost pathetic, except that one could see her blossom with her new feeling of success, and the new warmth of her contemporaries. She made as many articles as time in camp would allow, and the improvement extended to her other relationships.

Much more could be written under the heading psychological. As to the artistic aims which can be achieved even in eight weeks, several girls who "never knew they could model" have discovered a talent. Of course most campers have no real talent, but they do cultivate very definitely their own tastes if only in the choosing and combining of colors. Their appreciation of fine workmanship, wherever they see it, is bound to be increased by their own struggles with shaping, sandpapering and decorating. They just "never can be the same," in either indifference or stupidity, so far as pottery is concerned. A whole new vista is opened.

Closely woven with the cultivation of actual artistic expression and appreciation is, of course, the idea of the general educational possibilities. These are limited only by time and conditions. Starting for example with the making of an Indian bowl, immediate interest in the reason why Indian bowls are rounded on the bottom to fit into the ground leads to story after story of Indian custom. The choosing of symbols to decorate the bowl draws out the meaning of the symbols, Indian and so on, endlessly. A bas relief of an Italian bambino, shown to indicate a type of glaze, calls forth the discussion of Della Robbia, or of Florentine art treasures, or of the virtue of a Majolica type of glaze as against the camp method of using underglaze with clear glaze over it, and why—the road which opens is according to the questions immediately asked in the particular group.

So end the early chapters of Kehonka's speculations as to the possible part pottery might play in camp, and the third summer of an adventure in ceramics out under the Pines.

## Dolls in Indian Lore

(Continued from page 17)

was used for the refreshments. An Indian puppet show was presented during the evening's entertainment, giving three scenes from Hiawatha.

Thus eight weeks of creative fun came to a happy climax. In addition to very lovingly carrying away in her arms her doll or dolls, each girl took home with her an intelligent conception of the life of the Indians. As a citizen she will always respect and appreciate the things the Indians did, because she knows why they did them and why they still continue to do them.

## Music In Camp

(Continued from page 11)

words to some songs but let us not continually announce "We are the best camp in the land" on a day when we are supposedly educating our camps for democratic living.

A camp song-book of the words to our songs is valuable. Old songs can be mimeographed and new songs added on loose-leaf and a cover made in the studio makes it a very precious thing.

*Musical Plays and "Operas".*—Alleged versions of light operas are great fun to do; or "operas" and musical plays may be composed by using good tunes already in existence and embodying them in the libretto the camp has composed. Although the opera becomes an event in camp it should not monopolize other activities. It must fit into the programme, not conflict with it, and the person in charge must appreciate his project as only a part of camp life and not the core around which everything else should centre.

*Use of Gramophone.*—Recorded music is a great gift of this century. We have played records after small tea-parties, lent records to small groups, had all-request "promenade concerts", and discussed recordings and themes and musical terms over the lunch table. This has widened our range of musical enjoyment greatly and the secret of its success has been a few counselors who "put on records" for their own enjoyment and gradually a nucleus of music-loving campers collected and after a

while half the camp wanted to hear symphonies which had become favorites.

*The Cabin Counselor's Contribution. Participation.*—If you already enjoy music, take music books or records with you; be in music clubs, the choir, bands and anything else you have time for; if you can play the piano volunteer to accompany games or dancing or singing and to play solos if a program needs you. If there is camp singing, sing. Your enjoyment will be contagious. *Music with Your Group.*—Make music fun; the nicest "cabin group" picnic I was ever on, was one on which we spent the entire evening on top of a high hill and tried "part singing". We sang everything we ever knew and sometimes we all sang exactly the right note. Another cabin group took mouth organs on a canoe trip. At night they had excellent mouth organ and comb bands and came home with a real repertoire. By the way, at some camps the rather rigid tradition of every trip bringing home a song has grown up. This, when overdone, gives rise to stilted, hackneyed music. If you are at such a camp either take a very familiar easy tune and make up your own words, or use the opportunity to introduce through your group some pleasant folk song that the camp does not know.

Music may be used as a cabin-group stunt. A song with a story may be dramatized or sung in solos and chorus. "Widdecombe Fair", "The Derby", "Ram and the Mermaid" with the "landlubbers lying down below-below-below" have been good fun and very effective.

*The Ideal Music Counselor.*—Expert performance as a soloist and high degrees in music while valuable, do not in themselves give promises of success. The music counselor should have as many as possible of the following characteristics: (1) Enjoyment of music from Bach to Berlin; (2) Adaptability and versatility—he should sing well enough to keep a tune accurately and pitch it in the right key, without formal teaching make the group sing well and with enjoyment, lead singing on occasion, play by ear and by sight, transpose quickly, know a great many good and appropriate songs, accompany solo work, be able to cooperate with a camp opera, help campers with a band, assist campers in arranging special musical programs which will be appropriate to the occasion, have a general knowledge of music and be able to answer questions about it, organize a choir, make people forget to be self-conscious about singing or playing, either in a

group or as an individual; (3) And generally the music counselor should have the general characteristics of infinite patience, a sense of humour, and participation and enjoyment of all phases of camp life.

## Health in Camp

(Continued from page 8)

ing a camp season can result in definite damage and may break a routine which has been established at home.

3. *Airing of Beds.*—This is more important in tents and summer cabins than in a city home. The cleanliness and changing of bed linen is a preventive factor in such diseases as impetigo. A bed-wetter will not be able to hide this trouble if airing of beds is enforced.

4. *Clothing.*—In early morning, clothing should be heavier than at any other hour of the day, particularly after a morning dip. Sweaters and coats can be discarded after breakfast if the weather is warm.

5. *Sun-tan.*—This should be acquired gradually. The skin should be covered *before* you think that a burn will start. The time of exposure can be increased each day.

6. *Towels.*—A clean towel for each camper is necessary; towels should not be shared.

7. *Hot Bath.*—At least once a week is an essential for all young children. It is a good preventive for all ages against skin infections.

8. *First Aid Kits and Remedies.*—These can be packed away. The counselor can point out that the camp provides the necessary equipment. In this way the medical staff will be consulted early for all minor cuts, etc.

9. *Laxatives.*—The bringing of laxatives by campers from home should be discouraged. The diet should be regulated to take care of proper elimination.

10. *Fatigue.*—This is one of the most important things to avoid. Excessive tiredness over a period of time can do a great deal to decrease the benefits of camping. When present, it increases the risk of infections. Prevention of fatigue is most important during the first and the last week of camp. It requires some study on the part of the staff to pick out those children with low tolerance to certain activity. The exercise tolerance for each individual is a variant.

11. *Rest Periods.*—The rest hour after lunch and the early morning period before the rising

bell are important times for supervision. Bedtime should not be a "bedlam." The last half hour of the evening program should tone off to provide a suitable frame of mind for sleep. An evening program which ends with a "bang" or is late in ending is a failure from a preventive medical view.

12. *Swimming*.—Long swims of distance or time should be discouraged as they serve no useful purpose and might produce physical harm. Diving is not desirable for campers with a tendency to frequent colds and sinus trouble.

13. *Mealtimes*.—A child at camp needs a balanced diet more than at home, as he is more active. Behaviour at mealtime is important in determining his mental and physical health. Loss of appetite should be regarded as an early sign of some upset (mental or physical). Loss of appetite often marks the onset of an illness. Dining room "atmosphere" will, in some individuals, affect appetite and digestion.

14. *Canoe Trips*.—Inspection for minor cuts, scrapes, slivers, etc., is more important while away from medical help. Instruction in first-aid treatment suitable for possible emergencies in the individual camp, should be studied and taught by the camp physician before trips are sent out.

15. *Riding*.—Injuries while riding horseback, such as cuts, wounds and scrapes, are most important and should be reported to the medical staff at once.

16. *Daily Inspection*.—A thorough daily inspection by the counselor of each camper will locate early signs of health defects and enable preventive measures to be undertaken.

#### *Measures for Dealing with Certain Ailments*

It would be impossible even to list the medical conditions which might occur at camp, and of course it would be foolish to attempt to tell a lay person how to diagnose medical conditions. However, there are certain points which may help counselors recognize the possibilities when certain signs appear. In this way, proper advice can be sought, and immediate precautions can be instituted.

1. *Common Cold*.—Caused by: (1) Over-tiredness, (2) Infection.

To avoid: (1) Insure adequate rest for staff as well as for campers; (2) Isolate a person with the first sign of a "cold."

To treat: (1) Bed at once; (2) Gradual return to activity.

2. *Appendicitis*.—There are a few important early signs which every counselor should be familiar with: (1) Sudden onset of vomiting; (2) A pain in the abdomen which is at first colicky and vague; (3) Pain and tenderness later becomes sharp, persistent and localized.

The above points are not necessarily present in all cases. They may help in allowing an early suspicion. Any suspicion requires a doctor immediately. Castor oil or other "opening" medicines should not be used.

3. *Boils*.—Activity should be restricted and severe cases should be kept quiet in bed.

4. *Diarrhoea*.—This is not uncommon in summer camps. At the first sign, fruit juices and water should be given, and when improvement in the condition starts, boiled skimmed milk can be added; while later cereals and soft foods are introduced.

5. *Skin Infections*.—Impetigo, scabies, ring-worm, etc. do not occur where cleanliness is achieved and daily inspection is carried out.

6. *Enuresis*.—Bed-wetting is not a cause for a sensational upheaval. It requires careful, skillful, and above all, sympathetic handling by the counselor. Consult the camp physician and exclude physical causes, then, if necessary, arrange for a psychological examination. Measures prescribed as the result of this, should be carried out to the letter.

7. *Irritability*.—Particularly in a child who rarely exhibits it, calls for examination. It is often the first sign of some infection.

#### *Staff Meetings*

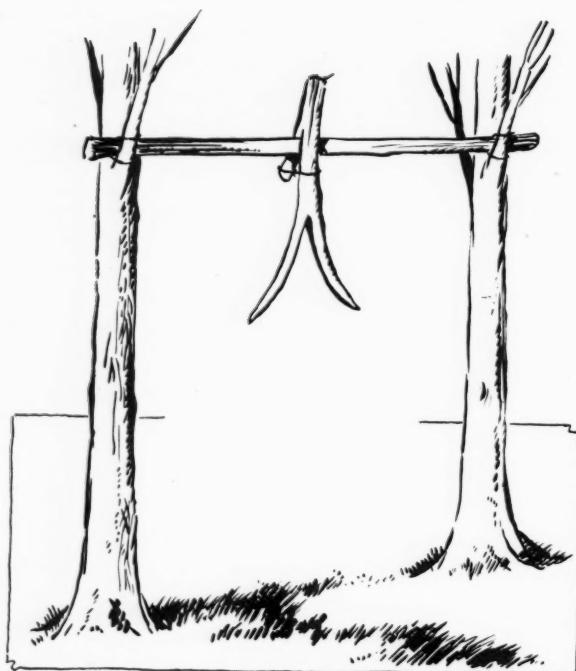
Health conferences at intervals during the camp season can do much to foster close co-operation between staff and medical personnel. General camp health program as well as the health of individual campers can be discussed. The idea of prevention in the camp health program can be profitably brought up at crucial periods during the camp season. For example, the first and last weeks are the periods when fatigue is most evident.

While health must be a major consideration in the program at all times, it must become a basic reality of the everyday life of the camp rather than existing as a self-conscious, specialized aspect of camp activity. Health should be practiced rather than preached; and its ultimate aim should be not how much children know about it, but the place they give it in their daily lives.

## A Natural Swing

By

MARGARET J. JOHNSTON



**M**R. FRANK McCANN, a counselor at Hiram House Camp during the summer of 1939, is the designer of this natural swing. It proved the most fascinating feature of a woodland playground which twelve boys between six and nine years of age developed, under his leadership, in the open area between their tents.

Choosing an ironwood sapling for its toughness and strength, they placed a bar made from it, horizontally between two trees, about 10 feet from the ground. From this they hung a "pot-hook" swing made from a tough green branch forked in three directions. The two trees, being young, swayed toward each other with each downward pull, and this yielding combined with that of the slender crossbar produced an effect as exciting as if the swing had been hung from strong springs.

The two spreading branches affording good handholds for somersaults, the seat which they were designed to hold was never added.

### Pennsylvania Section Concludes Successful Training Course

The Pennsylvania Section of the ACA has just completed one of the most successful six-weeks training courses in its history, held at Temple University in Philadelphia. Each meeting was opened with a lecture by Dr. Charles B. Frasher, following which a "workshop period" was held in which nature study was presented by Charles E. Mohr, Indian lore by Benjamin Powdermaker, Waterfront activities by Herman Balan, Games by Edward Goldberg, Crafts by Meyer Heiman, Pioneering by Scott Dearolf, Singing by Samuel J. Judelsohn, Special Days by Morris S. Miller, and Dramatics by Ruth H. Bernstein.

The findings of this Institute are being prepared in a booklet which will be available for 50¢ from the Chairman of the Course, David B. Dabrow, 5706 Wyndale Avenue, Philadelphia.

This Section also conducted a Camping Institute on May 4, with an appealing program and competent faculty.

### Equitation and Archery Schools at Teela-Wooket

The annual School of Equitation and the School of Archery will take place at Teela-Wooket Camp in Vermont June 24th to 30th. Both schools are conducted by a faculty of outstanding merit and competence.

Any counselors interested in training in either of these branches of the camp program can obtain information from Mr. C. A. Roys, Roxbury, Vermont.

### Wayne University's Camp Institute in Detroit June 14, 15, 16, 1940

Wayne University presents a Camp Leadership Institute June 14, 15, 16 at the Wayne County Christmas Seal Camp near Detroit, under the leadership of Joseph Gembis and Frank Oktavec. There will be lectures and round table discussions and activity periods in handicraft, nature, swimming, campfire program, campcraft, first-aid, land and water sports, singing, social recreation, archery, clay modeling, weaving, and plastics. Those interested should contact Wayne University, Detroit.

### Apologies to Hawaii

Ross L. Allen, Managing Executive of the American Camping Association, wishes to acknowledge publicly his ignorance of political science. He is sorry, indeed, that he did not list Hawaii in the 1940 *Directory of Camps in America* as a territory of the United States. At the present time, he is in the library learning all about government.



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**Dad Looks At Summer Camp**

*(Continued from page 5)*

comes only to those who are able to suffer and endure.

**III**

I would like to think that the persons who guide my boy in the summer camp regard him as an individual in his own right. His is a unique and different personality. The same may be said of every other man's son or daughter. The most significant insight of modern education is the recognition of individual differences. Jesus, in his reverence for human personality, emphasized the principle more than two thousand years ago. But we have been slow to understand and accept the implications of his teaching. Boys and girls differ in background, capacity and interest. Variation in approach is the key to effective counseling of adolescent youth.

Here is the boy who is timid, shy—the retiring type. He is afraid to enter the rough and tumble of competitive sport. He rarely expresses himself at table for fear that his opinions will not be appreciated. This boy needs to be drawn out by one who is skilled in dissipating the depressing cloud of self-consciousness. His participation in the competitive activities of the camp must be enlisted by a process of gradual encouragement free from ridicule or bluster. He will never respond with any degree of genuine cooperation to compulsive measures.

We find another fellow who is laboring under the curse of self-depreciation. Perhaps he is a runt — smaller than the average of his age group. I can testify from experience to the suffering such a handicap may produce. In football and many other sports he is overlooked. As a consequence, he tends to become aggressive or negative in order to attract attention.

With some one else the feeling of inferiority may arise from the fact that he is just too fat. He is the victim of innumerable jibes and impositions which wound his pride. He begins to wonder if he is accepted by the boys for whose approval he would give his good right hand. Frequently the cause of embarrassment may be attributed to the presence of adolescent acne. The boy knows that his face is terrible. He is torn by the fear that there is something wrong with his blood. With the passage of the days he inclines to withdraw more and more completely from the crowd, because he is sure no one can desire his company. All such demand the services of a counselor who understands their special problems and who can offer practical suggestions for overcoming their difficulties.

Here is the boy who has been over-mothered. Unfortunate cuss—there is a rocky road ahead of him and a hard pathway in front of his counselor. I remember a freshman whose mother entered college with him a few years ago. She came for the orientation period and remained to take her son by the hand and lead him through all the experiences of matriculation. I later discovered that she was separated from her husband, which enabled me to take a charitable view of her action. But students set little store by such circumstances. Her conduct greatly increased for her boy the hazards of social adjustment. The instinctive tendency of the camper with a mother fixation is to substitute his counselor for the mother. How to avoid this unnatural attachment and teach the youngster to stand on his own feet is a challenging problem.

In these delicate relationships, the guiding star of the counselor is the humble realization that he cannot reach every boy in his cabin, no matter how good he may be. So wide is the variation in human reaction that mutual antipathies arise without apparent cause and in the smallest groups. Moody, secretive Arthur, for example, fails to take his normal place in the bunch to which he is assigned. His conscientious counselor would like to get under his hide and find out "what's eating on him." He has established easy rapport with every other boy in the cabin. But, try as he may, Arthur's true personality eludes him. Let him not despair. Very likely there is another counselor in camp, or a mature thoughtful boy who can do the job with a high degree of skill. Sometimes an unlucky counselor gets an insufferable snob as

his prize pest. He instinctively recoils from the boy in disgust—simply cannot stand him. But there may be in the same cabin a happy, fun-loving fellow who, with tactful assistance, is able to bring Master Snob into line. The progressive counselor always remembers that there are human resources beyond his own, which he may use to supplement his unproductive efforts. The possibilities of cooperative counseling have never been fully explored. One caution, however, must be observed, if the technique is to succeed. Any violation of the youngster's confidence will defeat the whole purpose of the venture. It is fatal to ignore in this intimate relationship the basic principle of respect for personality.

#### IV

Finally I trust that those to whom my boy's destiny is committed will help to keep alive in his heart the sense of wonder and awe which is characteristic of the average adolescent. There is something of the mystic in almost every boy and girl. In our matter-of-fact American fashion, we hasten to crush it out as fast as we can. The public school is an arch offender in this respect. Many of our schools have set up science with its techniques of objective measurement as the center of worship. We need to teach our children the lessons of science. I rejoice in every provision for a more adequate understanding of its truths. But it is a sad mistake to substitute science for the deeper spiritual interpretation of life. *Fortune Magazine*, in its famous article, "The Light That Has Failed," reminds us that the economic development of America has been accompanied by "declining emphasis on spiritual values and a rising emphasis on materialism as a doctrine of life." This is tragic. But the failure of other institutions to impress the lesson of reverence upon the youth of the land presents a unique opportunity for the summer camp.

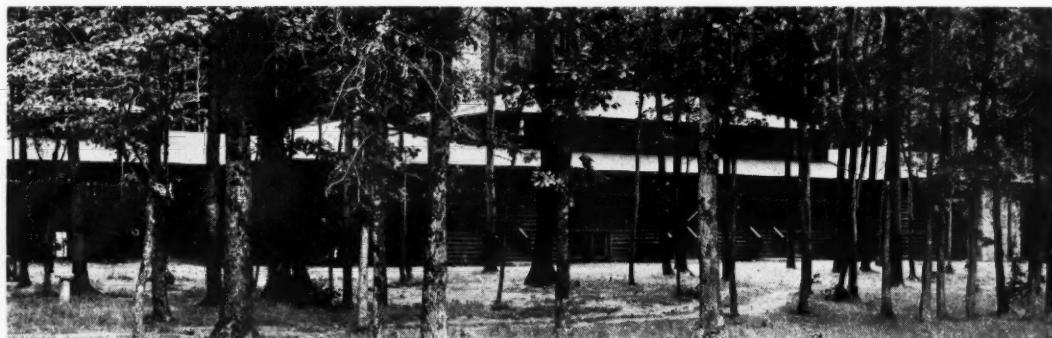
Living in the presence of God's unspoiled handiwork should instill that feeling of mystery and dependence without which no human animal can ever become a true human being. I shall never forget one period of meditation which I was privileged to share with a group of campers. The morning was glorious. We were seated on a lofty eminence facing a cluster of mountain peaks beyond the valley in the distance. On their sides stood dead chestnut trees, lifting their bare arms to heaven in mute

testimony to the devastating blight which had removed them from the land of the living. Our leader was the counselor in charge of nature study and appreciation. In him was a bit of the poet's vision. Taking those denuded trees as a symbol of life's unfathomable processes, he spoke to us a parable which brought both comfort and courage to our hearts. The language was simple and graphic, leaving much to be filled in by the imagination. Quietly we left that spot in a close communion which needed no words to express our fellowship. Later several boys shyly conveyed to me the sense of thrill which had been theirs during that wonderful hour.

You who guide my boy, convey to him, if you can, the truth that life is elusive. That's what makes it worth living. We pin it down in one corner, but before we can catalogue it, up it pops in another quarter. Show him that he is never likely to know all the answers—the fun lies in hunting for them. For instance, you may be able to give him much valuable information about sex development. But it is wise to let him understand that he will never know all about women, unless he is a fool. That's what makes them interesting.

I hope that you can enable him to see that life shrivels and dies when he begins to take it for granted. May he come to realize that he is the recipient of a great gift—yes, of countless gifts, which are bestowed without effort on his part and for which he can make no adequate return. Whence came this priceless heritage of a vigorous body and an active mind? Why should he, above all others, be favored with this stimulating opportunity for delightful friendships? Why the outpouring of love and affection which pursues and protects him in the midst of a brutal world? You see what I am driving at. The greatest calamity that could overtake my child would be for him to fall a victim to the blasé attitude of over-sophistication. You can help to keep alive in his soul that sense of eager anticipation and creative faith which makes all things new.

Here he is. I commit him to your care with all his faults and failings; his wise-cracks and his breaks; his hopes and his ambitions; his secret fears and hidden conflicts; his smiles and his tears. How will you receive him? I trust with a genuine interest in his growth as a normal human being and with a deep feeling of humility as you contemplate the magnitude of your task.



W. K. Kellogg Foundation Pine Lake Camp

### Workshop On Health, Safety and Sanitation

The W. K. Kellogg Foundation sponsored for the Michigan Camping Association a three-day workshop on "Health, Safety and Sanitation in the Summer Camps" at the Foundation's Pine Lake Camp, Doster, Michigan, May 31, June 1 and 2. Four workshops on health education in the summer camp, health service, health and safety considerations in program planning, and sanitation attracted more than 150 persons in the Michigan area.

Among the leaders on the program were H. B. Masters, Consultant in Adult Education, W. K. Kellogg Foundation; Vivian Drenckhahn, Consultant and Lecturer in Health Education; Fred C. Mills, Director of Health and Safety, Boy Scouts of America; Charles E. Hendry, Director of Programs and Personnel, Boy Cubs of America; Dr. Mabel E. Rugen and Professor Harry E. Miller of the University of Michigan; Dr. Charles A. Wilson, President, The American Camping Association; Herbert Hasson, Sanitary Engineer; Edsell Martindale and Fred Miller, Resident Directors of The W. K. Kellogg Foundation Camps, and many others.

It is possible that the W. K. Kellogg Foundation, through the interest of Dr. Emory W. Morris, Associate Director of the Foundation, and Mr. H. B. Masters, may sponsor a series of seminars on various phases of camping for the American Camping Association throughout the coming fall and winter.

#### From New England

Dr. Warren Sisson, the Chairman of the Camping Division, Boston Council of Social Agencies and a member of the Committee on Health Standards in Camps, has been elected to the Executive Committee of the New England Section of The American Camping Association.

Mr. Ernest Conlon, the widely known and well-liked director emeritus of Camp Belknap, has been elected to honorary membership in the New England groups.

Mr. A. L. Richmond is no longer actively associated with a camp and has resigned his member-

ship in the Association.

The Fall meeting of the NEW ENGLAND section will be on November 2, 1940, and the Winter meeting will be on February 7 and 8, 1941. Any directors from other sections will be cordially welcomed at these meetings at the Hotel Statler in Boston.

#### Camp Physicians Available

The Interne Council of America, consisting of 700 internes in the city of New York, can provide physicians for summer camps, many of whom have completed their internship and are available for the full camp season. Others are available for periods of two to four weeks.

Directors who are interested should contact the Interne Council of America, 25 East Twenty-sixth Street, New York, N. Y.

#### Camp Counselors' Training Center

Professor George B. Affleck and Mrs. Charlotte B. Anderson, Directors, announce that the 1940 Camp Counselors' Training Center will be held at Springfield College, Springfield, Massachusetts, July 1—August 3. Recognized by camp directors and counselors as one of the finest training opportunities in America, the Center offers both theoretical and practical experience for camp counselors. For further details, write Professor Affleck at Springfield College, Springfield, Mass. .

#### Summer Camp at Hyannis

The first summer camp of health and physical education in connection with the summer session of State Teachers College, Hyannis, Massachusetts will be directed by J. Edgar Caswell, well known in camping and education circles. The camp will be operated July 1 to August 9. Courses in health education, athletics, recreation, dancing, and aquatics will be offered in addition to "Camp In Education." For further information, write to Mr. Caswell at the College.

**WANTED:** Position as Counselor or Supervisor, specializing in Sports Instruction (particularly tennis) and in tutoring in Foreign Languages. Has Ph.D. Austrian, age, 30, Catholic. Box A6, The Camping Magazine, 330 S. State Ct., Ann Arbor, Michigan.

# PRELIMINARY REPORT OF THE COMMITTEE ON CAMP TRAINING COURSES OF THE AMERICAN CAMPING ASSOCIATION

Everett W. DuVall, Chairman

In an attempt to analyze the contribution which universities and colleges are making to the training of camp personnel, a questionnaire has been submitted to more than 1700 educational institutions in all parts of the United States. Although replies are still coming in, it was felt desirable to make a preliminary report on the findings from the first 300 completed questionnaires.

The committee is concerned to discover which colleges and universities appear to have a present interest in the field of camping, as manifested by the introduction of specific courses in institutions or demonstration camps. It is interested in the nature of the courses offered for the training of camp personnel, including the question of supervised field work, whether or not the courses are taught by the regular faculty or with the assistance of persons directly related to the camping field. Institutions were also asked to indicate the extent to which requests are made to them for students who might be interested in camp positions and the extent to which they are able to meet the personnel needs in their area. Where no specific camp courses are offered, the question was raised as to which of the regular courses in the curriculum would be suggested to students indicating an interest in camp work. Colleges and universities not now concerned with the field of camping were asked whether or not they would be willing to cooperate with the camping persons in their locality in the development of training facilities, if requested to do so.

More than two-thirds of the replies received to date stated that no special provision is made for the training of camp personnel. Of this group, however, more than one-half expressed an interest in the camping field which apparently might well be capitalized by the members of the American Camping Association in those areas. Many of these institutions suggest that they would appreciate any assistance that might be given them in the development of training facilities and apparently would welcome an approach from camp directors and others who are interested in an extension of college and university training resources. Specific questions were raised by these educational institutions in their replies with regard to the content of such courses, the amount of time which must be devoted to effective preparation in this field and the relationship which might most effectively be developed with the camp director in regard to the employment of the graduates of any such training program. There was

some indication that attempts had been made in the past to work out a relationship with members of the American Camping Association in which the results obtained were not entirely satisfactory. This might indicate a need for a more uniform program. It would also imply that camp directors need to have more clearly in mind just what kind of a contribution they would like to have universities and colleges make to the training of their personnel. In this connection a second questionnaire was sent to the more than 1400 members of the American Camping Association. Data from this second questionnaire may prove of some value in the development of a more effective approach and in a clarification of the type of training which most camp directors consider desirable.

The questionnaires to the universities and colleges were addressed to the president with the request that they be referred to the appropriate departments of the school. The replies thus far received show that in about two-thirds of the schools which claim interest in camping, the courses are offered by the Department of Physical Education. Other departments offering courses in camping include Sociology and Education. In several instances, schools give instruction in special skills utilized in the camping situation, such as nature study in the Biology Department, arts and crafts in the Fine Arts Department, dramatics and music in their special departments. In a few cases extra-curricular interest in camping has developed into special student organizations which are fostered by the university or college in an effort to meet this need. On the basis of the replies analyzed to date, it would appear that courses or instruction in camping are offered by the following institutions:

## INSTITUTIONS WHERE CAMP COURSES HAVE BEEN INTRODUCED

SCHOOL	DEPARTMENT
ALBION COLLEGE.....	Physical Education for Women Albion, Michigan
UNIVERSITY OF CALIFORNIA .....	Physical Education Los Angeles, California
CHAPMAN COLLEGE .....	Physical Education Los Angeles, California
CHICO STATE COLLEGE .....	Physical Education Chico, California
UNIVERSITY OF CINCINNATI....	Physical and Health Education Cincinnati, Ohio
COLBY JUNIOR COLLEGE.....	Health and Physical Education New London, New Hampshire
CONCORDIA TEACHERS COLLEGE	Physical Education and Science Seward, Nebraska
DARTMOUTH COLLEGE.....	Office of the Naturalist Hanover, New Hampshire
COLLEGE OF EMPORIA .....	Nature Study Emporia, Kansas
FERRIS INSTITUTE .....	Physical Education Big Rapids, Michigan
	Biology Nature Study

SCHOOL	DEPARTMENT
FRESNO STATE COLLEGE	Physical Education
Fresno, California	
HOOD COLLEGE	Physical Education
Frederick, Maryland	
UNIVERSITY OF ILLINOIS	Physical Education
Urbana, Illinois	
INDIANA UNIVERSITY	Physical Education
Bloomington, Indiana	
ITHACA COLLEGE	Physical Education
Ithaca, New York	
KENT STATE UNIVERSITY	Health and Physical Education
Kent, Ohio	
LONG ISLAND UNIVERSITY	Physical Education
Brooklyn, New York	
LOS ANGELES CITY COLLEGE	Physical Education
Los Angeles, California	
MACALESTER COLLEGE	Physical Education
St. Paul, Minnesota	
MARY WASHINGTON COLLEGE	Physical Education
Fredericksburg, Virginia	
MASSACHUSETTS STATE COLLEGE	Physical Education
Amherst, Massachusetts	
MIAMI UNIVERSITY	Physical Education
Oxford, Ohio	
UNIVERSITY OF MICHIGAN	Phys. Ed., Education, Sociology
Ann Arbor, Michigan	
MICHIGAN STATE COLLEGE	Physical Education
East Lansing, Michigan	
MILLIKIN UNIVERSITY	Physical Education
Decatur, Illinois	
MILLS COLLEGE	Physical Education
Mills College, California	
UNIVERSITY OF MINNESOTA	Physical Education
Minneapolis, Minnesota	
MOORE INSTITUTE OF ART SCIENCE AND INDUSTRY	Arts and Crafts
Philadelphia, Pa.	
UNIVERSITY OF NEBRASKA	Physical Education
Lincoln, Nebraska	
UNIVERSITY OF NEW HAMPSHIRE	Physical Education
Durham, New Hampshire	
NEW JERSEY STATE TEACHERS COLLEGE	Education
Jersey City, New Jersey	
NEW JERSEY STATE TEACHERS COLLEGE	Physical Education
Paterson, New Jersey	
NORTH CENTRAL COLLEGE	Physical Education
Naperville, Illinois	
NORTH DAKOTA AGRICULTURAL COLLEGE	Physical Education
State College, North Dakota	
NORTHWESTERN UNIVERSITY	Physical Education
Evanston, Illinois	
OHIO UNIVERSITY	Physical Education
Athens, Ohio	
OHIO WESLEYAN UNIVERSITY	Physical Education
Delaware, Ohio	
UNIVERSITY OF OKLAHOMA	Physical Education
Norman, Oklahoma	
OKLAHOMA COLLEGE FOR WOMEN	Physical Education
Chickasha, Oklahoma	
PENNSYLVANIA STATE TEACHERS COLLEGE	Natural Science
California, Pennsylvania	Nature Study
UNIVERSITY OF PITTSBURGH	Physical Education
Pittsburgh, Pa.	
POMONA COLLEGE	Physical Education
Claremont, California	
POSSE SCHOOL	Physical Education
Kendall Green, Massachusetts	
PURDUE UNIVERSITY	Physical Education
Lafayette, Indiana	
REDLANDS UNIVERSITY	Physical Education
Redlands, California	
RUSSELL SAGE COLLEGE	Physical Education
Troy, New York	
COLLEGE OF SAINT CATHERINE	Physical Education
St. Paul, Minnesota	
ST. OLAF COLLEGE	Physical Education
Northfield, Minnesota	
SAN FRANCISCO JUNIOR COLLEGE	Physical Education
San Francisco, California	
SAN FRANCISCO STATE COLLEGE	Physical Education
San Francisco, California	
SAN JOSE STATE COLLEGE	Natural Science, Physical Education
San Jose, California	
SANTA BARBARA STATE COLLEGE	Physical Education
Santa Barbara, California	
SAVAGE SCHOOL FOR PHYSICAL EDUCATION	
New York, New York	
SPRINGFIELD COLLEGE	Physical Education, Social Science
Springfield, Massachusetts	
UNIVERSITY OF SOUTHERN CALIFORNIA	Physical Education
University Park, Los Angeles, California	
STANFORD UNIVERSITY	Physical Education
Stanford University, California	
SYRACUSE UNIVERSITY	N.Y. State College of Forestry and
Syracuse, New York	Physical Education for Women
TEMPLE UNIVERSITY	Physical Education
Philadelphia, Pa.	
WASHINGTON UNIVERSITY	Physical Education
St. Louis	
UNIVERSITY OF WASHINGTON	Physical Education
Seattle, Washington	
WESTBROOK JUNIOR COLLEGE	Arts and Crafts
Portland, Maine	

SCHOOL	DEPARTMENT
WEST VIRGINIA STATE COLLEGE	Physical Education
Institute, West Virginia	
WEST VIRGINIA UNIVERSITY	Physical Education
Morgantown, West Virginia	
WHITTIER COLLEGE	Sociology
Whittier, California	
WINTHROP COLLEGE	Physical Education
Rock Hill, South Carolina	
UNIVERSITY OF WISCONSIN	Physical Education
Madison, Wisconsin	

In response to the question as to the extent of requests to the Placement Department of the university or other faculty members to refer students for camping positions, about one-half of the institutions either failed to answer this question or said that they have had no such requests. About one-third of the total group indicated a few such requests, while the remainder reported many requests. It is interesting to note that the institutions that are offering the courses are those which report many requests received. It would seem that one important factor in the decision to offer courses might be the demand by camp directors for qualified students.

About 200 completed questionnaires have been received to date from members of the American Camping Association. Since many additional questionnaires are expected, the committee will report but briefly on this study at the present time. Most of the questionnaires received to date were filled out by camp directors. Approximately an equal number of private and organizational camps have answered with all parts of the country presented. Since most of the readers of THE CAMPING MAGAZINE have received a copy of this questionnaire, it will not be necessary to list in detail the questions included. The number received to date is too small a proportion of the total to justify more than a statement of the probable indication of the attitude of camp workers toward college and university training for members of the camp staff. It is interesting to note, however, that any trend toward the professionalization of camp counselors would be opposed by a considerable number of camp directors. The desire to keep the camp different from life in the city (the word "casual" was used in several instances) appears to be an important factor in this attitude. The committee suggests, however, that it is possible that objections are raised not so much to professionalization as to the formal approach which is typified by many public schools.

Many helpful suggestions regarding the content of courses which might be offered in universities and colleges have already been received. There is an unexpectedly wide-spread interest in Social Group Work training as a desirable background for members of the camp staff. The trend toward educational camping together with the desire to emphasize informal group education rather than a more formal teaching approach may account for this preference for workers trained in group work principles and techniques. Other academic fields

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were felt by some camp directors to be of importance including Education, Physical Education, Psychology and Sociology. Only a few of those who answered the questionnaire stressed a Liberal Arts course. After additional questionnaires from the members of the American Camping Association have been received and analyzed, a more detailed report will be made.

It is hoped that the data from the two questionnaires, will, when all the returns are in, provide the information that is needed for the cooperating development by camp directors and educational institutions of a really effective program.

*To be published in July*

## THE COUNSELOR'S HANDBOOK

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## Book Corner

### Camping Policies

By James E. West (New York: Boy Scouts of America, 1939).

This booklet is a report of a Round Table Discussion of Troop Camping made at the National Training School of the Boy Scouts, together with statements made by the Chief Scout Executive at the National Staff Conference and the Division of Operations Conference regarding camping policies of the Boy Scouts. After discussion, Dr. West's statements were approved by the delegates to the conferences.

### Digest of Laws Affecting Organized Camping

This book has been reissued and copies are available free on request to the National Park Service, Washington, D. C. The Service requests corrections and additional materials for future editions.

### Annual Issue of "Camping" Appears

The 1940 issue of *Camping*, a magazine published annually by the Camp Bureau of the Girl Scouts, Inc. has just made its appearance. It contains a number of significant articles. Remaining copies may be obtained at 5c each.

### Adventures in Camping

(New York: National Federation of Settlements, Inc., 1940) paper, 48 pages, 50c.

A collection of 12 excellent articles on some of the recent experiments in settlement camps, compiled and edited by the Camp Committee of the National Federation of Settlements. The articles include "New Trends in Camping," "Caddy Camps", "Co-educational Camping", "Family Cottages", "Staff Recruiting and Training", "Notes on Training", "Pioneer Camping", "Nature Programs", "Camp Crafts", "Dramatics in Camp", "Camp Music", "Hosteling and Gallivanting".

### A Bibliography of Nature-Study

by Eva L. Gordon (Ithaca, New York: Comstock Publishing Company, Inc., 1940) 45 pages, paper, 25c.

A selected bibliography on all aspects of nature-study, well annotated. It lists books for recreational reading as well as for informational use.

### Brass Tacks for Counselors

By Walter H. Bentley (14 Beacon St., Boston: Walter H. Bentley, 1940) 31 pages, paper, 40c.

A booklet jammed full of direct, concise, pointed advice to counselors on the workaday tasks involved in the counseling job. It treats minute detail for the day-by-day living from the opening of the season until the close. It will be of outstanding value in the hands of all counselors, particularly the inexperienced. It is attractively printed and is altogether a good job. It can be obtained in quantities for distribution to the staff.

## For Better Trips

By

T. A. HART

Camp Charlevoix

I. Trips should be an important part of camp life, since the social effects of a boy's acts are more apparent there than they are in camp.

- A. The group on a trip is a little world in itself.
- B. Since the group is small, what each member does is a larger part of the total group activity.
- C. Therefore cooperative and non-cooperative activities are more apparent to the group and the acting individual.
- D. So on a trip, punishment and reward by the group are quicker than they are in camp.
- E. Thus the boy has an opportunity to get a truer picture of himself; and is liable thereby to make important changes in his conduct.

II. Trips are easier to run and usually more successful if the boys are of a restricted age group.

- A. The difficulties of a trip are great enough without increasing them by great disparities in strength.
- B. Continuous employment of one's strength is more a feature of a trip than a camp life.
- C. A younger boy who has not the physical equipment to "keep up" is likely to be criticised, and unjustly.
- D. For it is very difficult in some cases to distinguish between true weakness and laziness, particularly by the boys.

III. Since trips should aid in developing a boy's character and teach him new skills, he should be given responsibilities.

- A. The more definite they are the less opportunity there is to shirk, and the more profit to the boy.
- B. There should be several meetings of the group and the director before the trip, in which the trip is discussed and general plans aired. The trip director has here an excellent chance to give wholesome advice and work up enthusiasm.
- C. Planning the route and what equipment to take is better left to the camp authorities, unless the group has had considerable experience with trips.
- D. The planning of meals and the equipment to prepare them can be decided by the more mature boys of the group together with the trip director, in a separate meeting.
  - 1. The trip director can thus acquaint the boys with the problem of a varied menu which is not difficult to carry.
  - 2. The boys will acquire a feeling of responsibility for the success of the meals.
  - 3. This same group of boys can pack the food and utensils under the trip director's eye.

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E. The meals are best prepared by pairs of boys and the trip director.

- 1. At one of the meetings preliminary to the trip explain to the boys that they are to help cook, and tell them to choose a partner.
- 2. When the menu is made, allow them to choose what meals they want to prepare; the younger boys should take the easier meals (sandwiches and hot beans or soup are recommended).
- 3. For each meal another pair of boys should be responsible for washing all the dishes. It is well also to assign some senior boy to supervise; of course he will help too.
- 4. The complete menu and the assigned cooks should be completed and in writing before the trip leaves. The boys will enjoy anticipating their turn.
- 5. The trip director should allow the boys to do as much of the cooking as possible, and still insure that the meal will be a success.
- 6. Older boys who are capable of it, should be encouraged, the latter part of the trip, to take the trip director's place in running a meal.
- 7. In this (as in all other activities) a trip director succeeds in proportion as the boys do successively more for themselves, and do it well; complete success is attained when the director becomes merely a friendly *adviser*—not a combination of boss and a servant to everybody.
- 8. For this reason, it is better that breakfasts or luncheons (or both) be similar from day to day, so the boys have a chance to practice what they have previously tried. The evening meals should be more complex and in the nature of a celebration.
- F. In general, all other activities in which the boys can share should be delegated to them.
- 1. One or two boys may be put in charge of the

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canoes—to see that they are used considerately, safely disposed for the night, drained of water, etc.

2. Another boy may be delegated to make a final inspection of the campsites to make sure nothing is left behind. It may be made a distinguishing ritual that he shall be the last one to shove off from shore.
3. Another boy can make sure that all campfires are thoroughly quenched, and earth heaped upon them.
4. Another can be selected to call general attention to violations of the rule that "Good campers leave a pile of firewood, and a neater campsite than they found."
5. If the group is large (10-14) one boy can be put in charge of the food, to make sure it is well covered for the night, to tell the director when an item is running low, to make sure it is neatly and safely packed, etc.
6. The most responsible boy, or the assistant trip director, should hold all money for miscellaneous purchases en route.
  - a. He should keep an account for each boy (spent for candy, film, etc.)
  - b. It is much better that no boy have money in his possession.
    - (1) The boy with less money will be envious of the boy with more.
    - (2) The boy with more will try to distinguish himself by lavish expenditure, and at hours not sanctioned by the group.
    - (3) This will be an unwelcome problem for the director and an irritation to the group.
    - (4) It is far better when the boys come to a town that each one be allowed to spend the same amount (ten or fifteen cents), which is paid by the member holding all the money and charged to the boys' accounts.
7. Of course the trip director will unobtrusively check on all these special tasks, and kindly and privately remonstrate when they are not well done; if the boy still fails he should be quietly replaced.

IV. The boys will enjoy themselves more and learn more if the trip director will dispose the activities of the trip so that periods of hilarious play alternate with the thrills of hard work.

- A. This applies to all phases of the trip.
- B. Loads, whether in a canoe, or on a boy's back, should be distributed according to weight and importance.
  1. It is a mistake to give all boys an equal load, irrespective of their strength.
  2. During the course of the trip, the trip director should not hesitate to re-allocate loads if he discovers his original calculation was unfair.
  3. Equipment and food which is perishable or important to the group at large should be given to the more responsible boys. This is particularly important on a canoe trip when carelessness or lack of skill may send all the food or cooking utensils to the bottom of the lake.
  4. Boys who "sojor" on the job should be put in the same canoe; if the trip is long, they usually learn how to get along (even pleasantly), and at least they do not make a more willing worker miserable.
- C. It is more fun for boys if the distance travelled each day alternates between long and short.
  1. Boys (as well as men) exult in being able to

stand up under a long pull. This is the feature of a trip they talk about the longest.

2. But it is also human nature to love a lazy day, particularly when it has been earned by a previous day of hard work.
3. Expenditure of the same amount of energy each day is liable to become monotonous to boys.
- D. On a canoeing trip the trip director should insist that the group stay together, for fellowship as well as safety.
  1. It is best to designate a pair of average strength as leaders, and direct the others to stay behind them, especially on a long pull.
  2. The group has a better time if it paddles as a group (when this is possible), approximately abreast, or in knots of two and three, instead of strung out in a long line.
  3. When the boys get tired, there is nothing like guessing games to make the miles pass easily.
  4. Paddling is more fun for boys if they stop every hour or so, to take a drink, eat some dried prunes, and chafe one another while they rest on their paddles.
- E. Evenings on which the boys are not tired are an excellent time for campfire stories and stunts.
- V. The trip director should remember that he is camp doctor for the time being, and prepare accordingly.
  - A. He should have the usual first-aid kit, and keep it on his person or in his canoe, where he can reach it instantly, and in the dark if necessary.
  - B. Each evening, preferably right after supper, he should go to *every* boy to take care of new and old cuts, burns, blisters, and such. He can not rely on the boy's coming to him, for most boys think it is a sign of strength to neglect minor hurts.
  - C. He should be alert for incipient sun burn and insist that the boy cover himself.
  - D. The boys should wash with soap at least once a day, and it is not difficult to get them to do it three times if it is made the condition of eating the three meals. They should have a soap bath at least every other day. This can be made into a festival quite easily.
  - G. Rain coats should be packed on the top of the duffle-bag so that they can be reached quickly when rain begins. The trip director should make it clear that good campers keep dry, and give the example himself.
  - H. It is preferable from a health standpoint to reach a campsite early enough to make beds, cook, and eat in daylight. If your group is young, make this a rule.
- VI. It is the duty, and should be a pleasure, for the trip director to maintain pleasant relations with property owners along the route.
  - A. A courteous and friendly explanation of your trip to the property owner or caretaker is an assurance of a welcome, now and in the future. Take some trouble to seek him out.
  - B. Unfortunately some boys (and fewer men) think it is manly to destroy property and generally to abuse hospitality.
  - C. The trip director has an opportunity by precept and example to everse this vicious belief.
    1. Great stress should be put on keeping and leaving a tidy campsite.
    2. No green wood need be cut for the fire; there is usually enough dead wood about.
    3. When other groups are near yours, be careful the boys do not keep them awake or awaken them early in the morning.
  - D. Always remember your group is representative of the camp.

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## Dimond=O Pack Frame

(Continued from Page 9)

J—2 pcs. ½" webbing or leather loops

K—2 pcs. Sponge Rubber 1½" x 6"

L—1 thong or cord for lacing—24"

M—17—#12, ¾" copper rivets and burs

For the wooden frame, oak is commonly used, as it will bend easily when steamed, and will hold its shape when molded, and is tough and strong. Oak flooring may be bought in bundles and milled to ¼". The next step is to plane all wooden pieces to proper width and saw to proper length, according to the above specifications.

Now we must steam piece D. One simple method is to use an ordinary clothes boiler with lid; place about 2 inches of water in the boiler, place bricks in the bottom and screen on top of the bricks, place the wood on top of the screen then put on the lid. This permits the wood to be thoroughly steamed without dipping in the water itself (which causes warping). After about 45 minutes of steaming, take the board out and place in a previously prepared form. The oak bends easily at this stage. The form should have more curve than is wanted as the wood will tend to go back to its original shape. The form can easily be made by driving spikes or nailing blocks to a thick plank in the form of an arc. Leave the wood in the form at least 24 hours and preferably longer. It is desirable to that pieces B and C be given a slight bend, using the same method.

Outside of the bending of the bow, the most difficult task is to rivet the pieces of oak together in the manner illustrated, and attaching the straps and fixtures. Put the rivets through the holes, place the bur on the rivets, then use a rivet set.

Cut excess length of rivet off with nippers. Use ball-pene hammer and tap rivet lightly. The tendency if most beginners is to pound the rivet so hard that the wood splits.

### FITTING FRAME TO WEARER

Before attaching piece B and the shoulder pads of rubber, it is best to place the frame on the person who is to use it for fitting. Be sure and sling shoulder straps from the lower of piece B. Sponge-rubber may be riveted to the frame or attached with small pieces of tin or aluminum run through the rubber and fastened to the back of the upright piece (E).

The curvature of the rib should be enough to keep the wood away from the back when the webbing is stretched across it. Bend the slat slightly more than is actually required, as it will spring back some when released.

A coat of shellac will help preserve the wood and give a neater finish. Small holes may be drilled in convenient places on the frame for the use of cord or thongs for lacing; or straps may be attached. Unoiled latigo boot laces make excellent lashing thongs for all-around camping.

The frame handles best for trail use when the sleeping bag and all other supplies are made into one compact roll, and lashed securely to the frame with cord, thongs, or straps.

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